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THESIS

INCREASING THE UTILITY OF THE

HUMAN RESOURCE MANAGEMENT SURVEY

by

Frank G. Dengler
March 1980

Thesis Advisor: Phillip N. Butler

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Increasing The Utility Of The Human Resource Management Survey

by

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Submitted In Partial Fulfillment Of The
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ABSTRACT

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The HRM Survey has the potential to collect and process data which could provide statistically significant inputs to decisions on specific policy and resource allocation decisions at all levels of the naval service. The recommendations contained in this thesis are intended to assist in the realization of that potential.

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I. INTRODUCTION

In November of 1970, Admiral Elmo R. Zumwalt, then Chief of Naval Operations, initiated an effort to investigate potential applications for behavioral science techniques in the improvement of management within the United States Navy.[1] This initiative was articulated in NAVOP Z-55, a naval message which read in part:

> My deep belief that the Navy's greatest resource lies in our Human Assets has been previously stated and is the backbone of my efforts in the personnel area to date. Feedback from recent field trips, the retention study groups, and many other sources indicated the desirability of adapting some of the contributions of the behavioral sciences to the effective management of these vital assets. To this end I have directed the establishment of a pilot program, involving approximately 24 selected personnel, who will develop and evaluate new ideas and techniques in the Human Relations area. My objective is to improve the management of our Human Resources by enhancing our understanding of and communications with people.

By January of 1971 the pilot program for what was to become known as the Human Resource Management (HRM) Program had begun an extensive analysis of various concepts for systematically improving the status of organizations. In the civilian sector the term "organizational development" or "O.D." was already in use to describe such strategies. This designation was modified to "command development" by the naval study group and the activity it described became one of the basic elements of the HRM Program.

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[1] This introduction is based on LCDR R.L. Forbes Quo Vadis: The Navy and Organizational Development, a paper presented at the Psychology in the Air Force Symposium, 5th, Colorado Springs, Colorado, 8 April 1976.

After considering numerous alternatives, the following four organizational theories were selected as those offering the greatest potential for adaptation to naval requirements:

1. The Grid Managerial and Organizational Development System (Blake and Mouton, 1963). This theory focuses on the degree and relative emphasis individuals and organizational elements place on "people" and "production" in order to maximize and balance efforts in each dimension.

2. The Instrumented Survey-Feedback Method (Bowers and Franklin, 1975) and the similar Survey-Guided Development (Pecorella, Hausse, and Wissler, 1974). This theory stresses the use of surveys to collect attitudinal data on organizational policies and procedures which, when collated and fed back to the organization's membership, can be used to establish a dialogue on deficiencies and corrective action plans in a process designed to enhance individual acknowledgement of the data's validity and responsibility for institutional improvements.

3. The Team Building Method (Bennis, 1969). This theory emphasizes the importance of formal and informal groups and the alignment of group objectives to those of the organization.

4. The Laboratory Learning Method (Mill and Porter,1972). This theory advocates the use of consultants in the establishment and control of environments for the study and development of management skills.

Elements of these four concepts were incorporated into a seven step "Command Development" process consisting of:

1. An Introductory Seminar analogous to Phase One of the Managerial Grid System.
2. A Data Collection Phase during which surveys and interviews were employed as in the Survey-Guided Development Technique.
3. A Data Analysis Phase using manual and computer assisted procedures.
4. A Data Feedback Phase employing audio and visual means to present data to the client's leadership.
5. An Interpretation of the Data by command personnel.
6. An Action Planning Period to translate the previously identified organizational problems into corrective activities, often involving the Team Building Method and/or the Laboratory Learning Method, and
7. An Evaluation Phase to measure and review the results of the entire effort.

By 1974 the Command Development process had been refined into a regularly scheduled evolution known as the "Human Resource Management Cycle". Participation in this process by virtually all ships, aircraft squadrons, and shore stations became mandatory with the bulk of the data feedback procedure, workshops, seminars, and action plan development occurring in a week long Human Resource Management Availability (HRAV). The cycle was intended to be eighteen months in length with individual units adjusting their participation around deployments and other activities.

In 1972 four Human Resource Development Centers (HRDC's) were established to coordinate the drug abuse education, race relations education, overseas diplomacy, and command developments previously carried out by independent agencies. A year later the HRDC's were redesignated "Human Resource Management Centers" (HRMC's) and coverage was expanded to provide an HRMC or satellite "Human Resource Management Detachment" (HRMD) in virtually all significant naval complexes and fleet operating bases.

The HRMC's and HRMD's were staffed by officer and enlisted Human Resource Management Specialists (HRMS's) who were trained in basic social science theories and techniques. Operationally the HRMS's were organized into teams of six to ten individuals. These teams introduced the program to various client commands, administered surveys, conducted interviews, analyzed the resultant data, presented the initial feedback to unit commanders, and provided consulting support in the form of seminars, workshops, and/or lectures on a case basis.

The survey instrument selected for use in conjunction with the HRM Cycle was based on the "Survey of Organizations" (Taylor and Bowers, 1972) which measured variables believed to be critical to the attainment of an optimum "System 4" organizational state (Likert, 1961). Details of the theoretical basis for the survey are covered in the following chapter.

The HRM Survey consisted of a demographic section, a series of approximately one hundred standard attitudinal

questions, and, if additional coverage was desired by the unit commander, up to forty supplemental questions which could be drafted locally or selected from a catalogue of previously used items. The basic attitudinal questions and supplementals were designed for responses on a five point scale with "1" indicating "to a little extent" and "5" indicating "to a great extent". The logic employed in questions was such that high numbered responses were generally favorable. Two separate surveys were developed in order to provide for differences between shore activities and seagoing units. Copies of a revised version of the survey and the supplemental questions are provided for reference in the Appendix.

The response sheets used in conjunction with the HRM Survey were designed for optical scanning and computer processing. Several standard computer programs were devised to provide client commands with diagnostic printouts which displayed results by organization, department, paygrade, and ethnic background (Hooper, 1974). Normative values for question responses were generated which enabled HRM's and clients to identify sub-groups with exceptionally high or low attitude patterns and/or trends over time. These normative values were normally provided to individual HRMC's and HRMD's by the Navy Personnel Research and Development Center (NPRDC) located in San Diego, California, which serves as a central data bank and source of expertise for the HRM Program (HRMP).

Two major developments are expected to influence the HRMP in the near future. The requirement for all units to participate in the Human Resource Management Cycle may be lifted,

relieving the burden from several HRMC's and HRMD's which were understaffed relative to their client load and potentially increasing the time available to work with interested units. In addition, a new centralized data processing system based on a Harris Computer located at NPRDC is being procured to replace the local facilities currently under contract to individual HRMC's. This new system should permit more flexible analysis techniques and more coordination between various elements of the HRMP than in the past.

II. LITERATURE REVIEW OF BASIC CONCEPTS

The theoretical basis for much of the activity in the HRMP stems from a group of assumptions about the nature of efficient organizational systems, the characteristics of such systems, and the method by which these characteristics can be measured and enhanced. The objective function involves attainment of a "System 4" status by the U.S. Navy and each of its constituent organizations through "Causal Flow" by means of "Survey Guided Development" based on "dimensions" and "indicies" measured in a questionnaire pattern on the "Survey of Organizations". Some understanding of each of these terms may be useful to the readers.

A. SYSTEM 4

In his book Human Resource Accounting: Building and Assessing Productive Organizations, Rensis Likert wrote the following description of a "System 4" organization which attained maximum efficiency through the coordinated participation of its membership in collective problem solving:

> The human organization of a System 4 firm is made up of interlocking work groups with a high degree of loyalty among the members and favorable attitudes and trust among peers, superiors, and subordinates. Consideration for other and relatively high levels of skill in personal interaction, group problem solving, and other group functions are also present. The skills permit effective participation in decisions on common problems. Participation is used, for example, to establish organizational objectives which are a satisfactory integration of the needs and desires of all the members of the organization and of persons functionally related to it. Members of the organization are highly motivated to achieve the organization's goals. High levels of reciprocal influence

> occur and high levels of total coordinated influence are achieved in the organization. Communication is efficient and effective. There is a flow from one part of the organization to another of all the relevant information important for each decision and action. The leadership in the organization has developed a highly effective social system for interaction, problem solving, mutual influence, and organizational achievement. This leadership is technically competent and holds high performance goals.[2]

Many of the organizational characteristics which the HRMP focuses on in its surveys, feedback sessions, and seminars are identifiable elements of the "System 4" model including support by peers, superiors, and subordinates, effective participation in decision-making, emphasis on organizational goals, mutual influence, and efficient communication.

The "System 4" model does not, however, acknowledge circumstances such as time pressures on decision-making; the impact of physical limitations on communication; technological and resource constraints; or unique operational requirements which might require, for example, a shift to a more situational decision-making perspective. This may be a noteworthy omission since the model is employed in an organization subject to many pragmatic restraints in its pursuit of an ideal "System 4" status.

B. CAUSAL FLOW

Rensis Likert hypothesized that a "System 4" environment could be attained through a process he termed "Causal Flow".

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[2] Likert, R., New Patterns of Management, p. 99 McGraw-Hill, New York, 1961.

Under this concept, management exercised control over a series of independent variables including those relating to organizational structure and policies. By changing these independent variables, management could influence the status of intervening variables which included those relating to the loyalty, motivation, attitudes, and communications of subordinates, thereby influencing the internal status and performance capability of the entire organization. The end result of this process was to make such dependent variables as cost and productivity indirectly amenable to management action. Rensis Likert postulated that the variables he identified could be measured and used to gauge and predict performance.

C. THE SURVEY OF ORGANIZATIONS

The HRM Survey is based on the "Survey of Organizations" (SOO)[3] which was developed at the University of Michigan's Institute for Social Research (ISR) (Taylor and Bowers, 1972).

The SOO contains a series of attitudinal questions which ellicit responses on a five-point scale. The logic is such that high numbered responses are normally considered favorable. For example, a typical question might begin with the phrase: "To what extent are you satisfied with this organizatiion's ...?" The questions are organized into groups, or indicies, which probe a specific aspect of a larger category

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[3] Lau, A. W., "Survey Based Organizational Development Models," Navy Personnel Research and Development Center, Technical Note 76, 1976.

of questions designated as dimensions. (i.e., "work volume", "efficiency", and "product quality", are some of the indicies in the performance dimension.)

The dimensions and indicies correspond to the variables employed in Likert's "Causal Flow" leading to a "System 4" organizational state. In the SOO, "Supervisory Leadership" is the independent variable, with "Climate", "Peer Leadership", and "Interpersonal Processes Within Work Groups" representing the intervening variables. The dependent variables are "Satisfaction" and "Performance". Similar dimensions and indicies characterize the HRM Survey.

The validity of the SOO and the HRMS as diagnostic tools has been verified in several studies involving comparisons between survey results and various performance criteria. (Franklin, 1973), (Drexler, 1974), and (Thomas, 1975).

D. SURVEY GUIDED DEVELOPMENT

In their technical report entitled Survey-Guided Development: Data Based Organizational Change, David G. Bowers and Jerome L. Franklin outlined a technique for initiating and sustaining planned institutional changes which constitutes the strategy behind much of the Human Resource Management Cycle. In this technique, the membership of the participating organization is surveyed to determine its attitudes on institutional policies and procedures. The survey data are then collated to highlight significant trends or sub-group deviations from normative response values and presented to the organization's membership in a process known as "feedback."

This initiates a dialogue during which the rank and file attempt to interpret questionnaire responses and diagnose potential cause and effect relationships which may have influenced the results. This process avoids having to overcome natural tendencies to reject criticism from external sources, regardless of its accuracy, based on the assumption that outside consultants lack the insight to appreciate the significance of time dependent and situational variables perceived by the organization's membership. Confronted with statistically significant, recently self-generated evidence from a substantial segment of their ranks, members of an organization are generally more willing to accept the findings as valid and assume greater responsibility for effecting necessary improvements than would be the case if the same actions were mandated under and an action plan designed and implemented by management.

Although the survey method is relatively impersonal as compared to interviewing, survey data can be used to generate a feedback dialogue which, to some extent, offsets the sterility of the questionnaire administration phase. The relative inflexibility of the survey in detecting only those issues or conditions addressed in questionnaire items, can be compensated for in many cases by employing the survey technique with other mutually supporting information gathering techniques including passive observation, interviewing, and the collection of archival data. This "triangulation" technique is generally considered to be the best means of gaining insight into the various facets of an organizational environment.

III. THE PROBLEM

A. AN OVERVIEW OF THE SURVEY TECHNIQUE

Surveys are social diagnostic tools which are frequently used to collect data on the characteristics (demographics) and/or perceptions (attitudes) of groups. Surveys have unique advantages and disadvantages which should be considered prior to their use. These include the following:

1. Advantages Of The Survey Technique

a. The Volume Of Data Collected Per Man/Hour Is High

Given the same number of researchers, surveys can normally recover more standardized data of an easily quantifiable nature than such alternate means such as interviewing respondents.

b. Analysis Time Is Generally Reduced

Given well-designed, standardized inputs and a computer-based processing system, survey results can be

1. Collated to show demographic frequencies.
2. Compiled to generate normative response values.
3. Compared with algorithims to indicate significant deviations from normative response patterns, trends, and correlations which may suggest important cause and effect relationships.
4. Printed in a clear, presentable format.

This far less time than would be required for manual techniques.

c. Data Are Made More Significant And Relevant

Through a synergistic effect from the volume of data and the speed of basic analysis, data collected via surveys can often represent a larger percentage of the subject population and be presented more quickly after its recovery than data gathered by other means. This tends to dissuade arguments that the findings are anecdotal or outdated.

d. Inputs Are Less Subject To Distortion

Respondents confronted with possible retribution for the expression of their opinions or anxious to sense and comply with the expectations of interviewers may suppress or modify their responses to questions in open conversation. The confidential nature of many surveys reduces this distortion.

e. Surveys Provide A Unique Medium Of Communication

Some individuals are personally or professionally attuned to quantitative and/or visual means of communication and analysis. Survey data have a unique capability to be represented statistically or graphically as an alternative form of communication in presentations requiring balanced quantitative and qualitative coverage of subject matter.

f. Surveys Are Economical Of Labor

In recent years, automated data processing has enabled researchers to substitute mechanization for labor resulting in greater cost efficiency.

g. Survey Data Are More Uniform And Comprehensive

The standardized input format and high volume throughout capability of surveys tend to make their coverage

more reliable over a larger range of requirements than that associated with more subjective, less routine methods.

h. Survey Data Are More Useful For Comparisons

The qualitative, standardized data associated with the survey technique are well suited for comparative purposes. Items are phrased and responses are scaled to provide clear frames of reference. Survey data are normally recorded and processed for easy storage and recovery, facilitating trend studies.

2. Disadvantages Of The Survey Technique

a. Survey Results Can Be Invalidated By Design Bias

Surveys may omit sampling critical variables or proportional representations of sub-groups through oversights. They may intentionally exclude variables due to limited time or resources. Survey data may be collected and analyzed on the basis of false assumptions about functional relationships.

b. Surveys Are Inflexible

Once issued to potential respondents, surveys are insensitive to the availability of, or requirements for, further types of data. Interviewers can remain adaptive throughout the data collection process, alert to a variety of indicators, and probe developing areas of interest. Surveyes, however, unless accompanied by an alternative means of response, tend to restrict data input to the variables and ranges addressed in the questionnaire.

c. Survey Questions Are Subject To Misinterpretation

Surveys rely upon the literacy and comprehension of the respondent population for their accuracy. If there is

any variation between the intended frame of reference or content of survey items and that which is understood by survey recipients, the results will be biased.

d. Surveys Are Impersonal And Subject To Indifference

Surveys are recognized as being relatively impersonal vehicles of communication which are generally of more interest and benefit to their originators than to their recipients. If the latter does not have some inducement to respond out of self-interest, the accuracy and sample size of the survey will be degraded.

e. Survey Administration May Be Disruptive

Unlike passive observation techniques which do not disturb the subject population at all or interviews which may affect only part of the total population, surveys involve group effort. This can be disruptive of normal group processes and result in biased reactions to the survey effort.

f. Survey Volume May Choke Input/Output Functions

Because of the relative ease of data collection represented by the survey technique, there is a tendency to collect and display more data than the user can digest. This is particularly true if the processing and display techniques are not designed to detect and present only the most significant information, suppressing that which does not warrant managerial attention.

g. Surveys Require Alignment To User Needs

Because surveys tend to be more automated than other data collection techniques, they tend to develop an

institutional inertia which makes them difficult to control under certain circumstances. For example, data collection may be driven by the need to employ otherwise idle computer resources; relatively useless questions may continue to be asked because programs and other software have been developed to include them; or, conversely, new requirements may be ignored because system designs are unresponsive to change.

B. THE HRM SURVEY -- FROM THEORY TO PRACTICE

The United States Navy's HRM Survey has many of the advantages and disadvantages inherent in the survey technique, specifically:

1. Advantages Of The Navy's HRM Survey

a. Unique Access To The Fleet

The HRM Survey is the only periodic, sanctioned personnel survey exempted from the restrictions of the Chief of Naval Operations' Instruction on the Coordination and Control of Personnel Surveys (OPNAVINST 5300.8) which was drafted to avoid the disruption and duplication of effort represented by the proliferation surveys administered in the fleet.

b. Established Support System And Procedures

The staff and equipment necessary to administer, process, analyze, and present the HRM Survey are funded and in position. Any changes necessary to upgrade the system can be made on an incremental basis without the costs and/or introduction problems associated with initiating a new system.

c. Professional Expertise

The personnel assigned to the HRMC's, HRMD's, NPRDC, and the Human Resource Program command structure represent a wide range of experience in naval operations and behavioral science expertise. They are sensitive to the concerns of naval personnel, and capable of initiating the data collection and analysis efforts necessary to provide substantive inputs to decisions at virtually any level of naval management.

d. Statistically Significant Update And Data Base Reference Capabilities

Due to the routine administration of the HRM Survey, the HRM Program has an extremely large data bank in existence and the capability to update it frequently with statistically significant samples representing a cross section of fleet warfare specialties, paygrades, ethnic backgrounds, etc. No other system offers an equal potential to monitor the attitudes of naval personnel and make substantive recommendations to management of emerging issues.

e. Confidentiality

HRM Survey results are processed in a manner which protects from disclosure the identity of individual respondents as well as that of individual units. The survey therefore provides a unique method by which subordinates can express their opinions without fear of professional consequences.

f. Growth Potential

The installation of the Harris Computer and its remote terminals will enhance the present capabilities for routine data processing. The terminal network will also offer a communications medium for sharing professional information between HRMC's, HRMD's, and NPRDC. The easy access to automated computation capability will encourage HRMS's to use statistical analysis to gain insight into organizational problems.

g. Communications Medium

Technological and fiscal realities have tended to make many naval personnel quantitative in their thinking. Because of their statistical characteristics and graphic display capabilities, HRM Survey data can be employed to communicate concepts, trends, and correlations in convincing terms to individuals who might ignore or remain skeptical of strictly qualitative presentations.

h. Potential For Psychological Impact

A more flexible survey with more precise questions and an output format which clearly highlights the most significant issues could enhance the comprehension of survey results thereby reducing the time and psychological emphasis involved in a critical examination of the client organization. True, the problem identification dialogue is important to the theory of Survey-Guided Development, but, if the focus on negative aspects of the institution is either too lengthy or too generalized, the client population may become hostile,

frustrated, and, eventually, apathetic or cynical. If the data presentation clearly focused the groups' attention on a limited number of issues which were agreed to be important based on predetermined criteria, the feedback dialogue would not digress into a general grievance session.

2. Disadvantages Of The Navy's HRM Survey

In addition to the normal disadvantages of the survey technique as listed previously, the HRM Survey has the following characteristics which limit its utility:

a. The HRM Survey Does Not Cover Critical Areas

Obviously no survey instrument, regardless of its excellence, can gather all the information which might be of use in diagnosing the status of a complex organization. But the HRM Survey does omit coverage of some areas which might be considered standard concerns in the U.S. Navy. The following topics seem conspicuous in their absence:

1. Satisfaction with pay and allowances. (This topic is of interest to men and women contemplating career alternatives in an era characterized by rampant inflation.)

2. Satisfaction with the design of combat systems relative to anticipated tactical requirements. (Mission accomplishment and job satisfaction may be greatly influenced by the efficient design of technological systems.)

3. Satisfaction with equipment maintenance characteristics relative to available man/hours, tools, training, test equipment, and logistics. (Job satisfaction for

many technicians may be highly dependent on the degree of frustration with maintenance operations.)

4. Satisfaction with the scheduling and duration of deployments, shipyard overhauls, inspections, etc. (Perceptions of organizational planning and supervisor support may be highly influenced by these unique naval phenomena.)

5. Satisfaction with the cumulative impact of multiple inspection programs on workloads, advanced planning, resources, etc. (Shipboard experience indicates that inspection programs often generate an antagonistic relationship between operating units and "support" activities.)

6. Satisfaction with support services and facilities like shipboard messing, habitability, housing, parking, security protection for dependents, commissaries and exchanges relative to local commercial outlets, medical care for dependents, medical care for respondents in event of combat, etc. (Although each of these items may be trivial when considered independently, each may be taken as a manifistation of supervisory concern. If supervisors can take the time to empathize with problems and initiate what corrective measures they can effect, morale and teamwork are enhanced. The converse is also true.)

7. Satisfaction with the degree of realism, frequency, and results achieved in unit tactical training exercises,

(A great deal of an individual's job satisfaction may be derived from perceptions on the importance of an organization's missions and how well the organization can carry out its assigned tasks. In the naval service, training exercises may be the index by which individual's perceive the levels importance and achievement associated with their jobs.)

8. Satisfaction with and confidence in the results of individual training, (Questions in this area may provide insight into self-confidence and personal expectations to compare with other data.)

9. Satisfaction with personnel evaluation and counseling procedures, (Supervisory leadership and teamwork may be highly involved in this area. For example, what impact does ranking individuals against each other in performance evaluations have on teamwork among peers?)

10. Satisfaction with personnel assignment policies at the unit and service wide levels, (Job satisfaction may be highly dependent upon personnel assignment practices.)

11. Satisfaction with the range of responsibility and authority exercised at various levels, (The influence features of a "System 4" environment may be enhanced or diminished by overbearing supervisors, ineffectual supervisors, etc., at various levels in the organization. Questions in this area might detect such conditions.), and

12. Relative potential satisfaction represented by various re-enlistment incentive options. (Questions in this area

may suggest retention strategies to ease the present and projected manpower shortages.)

Ironically, the "Survey of Organizations" on which much of the HRM Survey is based contained indicies on "pay" and "technological readiness and flexibility", etc., which might be useful in the present retention crisis, but which were edited out of the naval adaptation.

It could be argued that such specific, narrowly focused questions are inappropriate for inclusion in a survey built around characterizing basic organizational conditions in accordance with the "Causal Flow" to a "System 4" status, but there is a precedent in the substance abuse and discrimination questions. Hoepfully the United States Navy's management is at least as interested in some of the subject areas listed above as it is in substance abuse which should, ideally, involve only a sub-set of the total population directly.

b. The HRM Survey Questions Are Often Vague

As a unit commander, what can you do about a low response on "To what extent does your command do a good job of meeting your needs as an individual?" or on "All in all, how satisfied are you with this comnand?" The frame of reference on these and many other survey questions is so large that days of dialogue might not establish a group consensus on the basic problems requiring management's corrective action. The five-day HRAV period restricts the time available for systematic problem definition in a seminar environment

and the idea that operational units will take the survey findings and employ them on a self-diagnosis and action plan implementation basis until the next HRAV is often unrealistic. The schedule of the average ship or aircraft squadron is absolutely jammed with high priority evolutions. Each event, in itself, is logical and well within the realm of accomplishment, but all too often the cumulative effect is to induce a cyclic workload effect wherein each evolution receives attention in direct proportion to its scheduled sequence. There are simply not enough resources to sustain all of the requirements all of the time.

The workload problem is compounded by the fact that the personnel turnover rates are so high that a unit entering an HRAV after an eighteen month absence has almost no corporate memory of the concepts involved or the progress made since the last group passed through bearing the same organizational title. Personnel turnover is a prime reason why survey results must clearly focus on a reasonable number of issues to resolve during or shortly after the HRAV. If the presentation is vague or confused with insignificant data the important problems are never clearly identified due to time constraints and both the plaintiff and the potential action agent move on to other assignments. The former will probably reason that the organization is unresponsive and the latter may be unaware of the problem.

The personnel turnover impact on the problem identification might be somewhat offset by linking the

Human Resource Management Cycle to the tour of a key individual, like the Commanding Officer, or, perhaps less professionally threatening, to that of the Executive Officer. This would at least provide some corporate memory, but it does risk a psychology that tends to blame every grievance on a single individual. This too, arises in part from the vague nature of the HRM Survey questions. Returning to the first paragraph of this section, consider the initial implication of a negative response to such a vague question as, "All in all, how satisfied are you with this command?" The naval reflex is to consider the Commanding Officer responsible, but the question itself has no clear frame of reference which could give the Commanding Officer an indication of what might be done to meet the respondent's needs, nor does it necessarily reflect a condition the Commanding Officer can influence. The respondent may be dissatisfied because he wanted his unit to visit Australia, and it didn't. Without a specific referent, each question requires a substantial amount of dialogue to interpret.

The last point concerning the vague nature of many HRM Survey questions was suggested previously, but it is worth repeating. The Survey-Guided Development's data feedback phase is often essentially negative in nature. Certainly items which indicate satisfactory conditions and good performances can and should be highlighted, but, no "action plan" is developed around organizational strengths under the present system. The focus tends to be on what's

wrong. Unfortunately in terms of psychology, the time and energy spent introducing the HRAV and citing the favorable data at the outset of the HRAV is generally limited to a few remarks. Then, several hours, or even days, are devoted to interpreting abnormal scores on the survey. In some cases the survey is largely ignored in favor of a free form grievance session. The dialogue may involve dividing into groups by paygrade with each group writing up cryptic complaints for presentation to other groups. Frequently the recipients of such lists are left wondering just how widespread the indicated problems are and trying to figure out what was meant by "they don't give us enough time" or "they don't trust us enough." The duration and energy of this problem identification process, particularly since it is scheduled early in the HRAV, may set the tone for the remainder of the week. This is not to suggest that a certain amount of venting isn't to be expected, but survey data highlighting specific problems might be used to achieve the desired level of problem identification in less time and with less psychological focus on organizational faults.

In summary, the vague questions in the present HRM Survey make its diagnostics a bit like those of a mechanic who, when asked by a client about the status of his car, replied, "You've got an ugly noise in the front end." The unit commander may well walk away from an HRAV with reams of computer paper crammed with incomprehensible statistics, several crumpled newsprint lists of inarticulate complaints, and a

nagging feeling that he has, " ... an ugly noise in the front end."

c. The HRM Survey's Inflexibility Represents Wasted Potential

As previously mentioned, any survey lacks the adaptive quality of an interview in probing issues which arise during the course of data collection because a survey's coverage is essentially fixed at the instant it is issued. A survey's utility in detecting critical, but narrow based or emerging issues is further restricted by the generally accepted belief that in order to be "efficient", a survey's questions must be relevant and comprehensible to the entire spectrum of the respondent population. The extension of this "efficiency" theory to large scale surveys administered over extended periods of time results in questions which are so general in nature that their responses have little specific meaning and must be followed up by interviews, feedback dialogues, and/or surveys precisely targeted to sub-groups or issues of interest.

There are several means to compensate for the impersonal vagaries of broad based survey "efficiencies". The scope and duration of survey applicability can be restricted, resulting in a series of small, but standard surveys, administered to identifiable sub-groups on a one time basis or through a series of periodic revisions. The survey format can emphasize respondent control by soliciting free form comments, although this requires intensive manual data processing, or the survey can be drafted with a series

on inter-changeable questions augmenting the standard items. This latter alternative offers both the trend analysis and inter-group comparative benefits of a standard survey and the flexibility of a special purpose survey. The HRM Survey has been designed along the lines of the latter alternative with flexibility inherent in the supplemental questions, but technical and organizational restrictions inhibit the HRM Survey's potential flexibility and utility as an organizational development instrument.

The following technical problems restrict the HRM Survey's flexibility:

(1) Supplemental Questions Are Not Designed For Computer Processing In Multi-Unit Analysis. Regardless of their origin as locally drafted questions or standard supplemental items taken from a catalogue, each unit's forty supplementals are assigned to the forty response entries following the basic survey's attitudinal questions and corresponding columns in the magnetic tape records kept by most agencies. There is no efficient automated means of conducting an analysis which includes the supplemental question responses of several units until the random order of each unit's supplementals can be determined through a cross referencing procedure and the supplemental questions of interest identified and resequenced to a standard format through a time consuming computer search and data manipulation routine. This isn't necessary if the data bank has been set up to assign each of the several hundred supplemental questions

a permanent location in the survey record, but such an arrangement requires considerably more storage space than that required by the collapsed record system.

The result of this technical limitation has been to exclude the supplemental questions from analysis in many multi-unit studies which might otherwise have detected useful correlations between various combinations of demographics, basic survey questions, and supplementals on items of specific interest.

(2) The Supplemental Question Numbering Sequence Complicates Revisions. The supplemental questions are numbered sequentially and by subject matter. If it is decided to add an additional question to address an emerging issue, the new question must either be added to the end of the list, regardless of its subject matter, or assigned the number of an existing question in its subject area resulting in confusion and extensive reprogramming. In any case the process makes data retrieval by question number a complex task.

(3) Question Response Options Are Poorly Designed. As is the case with many questions in the demographic and basic attitudinal questions, the majority of the supplemental questions are formatted such that high numbered responses are favorable and low numbered responses are adverse. Some questions, however, are inconsistent, making analysis and display more complex than it needs to be. In addition, there is no distinct means of indicating insufficient knowledge of the subject, indifference, or irrelevance in many of the

attitudinal questions. It is notweorthy that many of the demographic questions are inefficiently designed for computer analysis and data collection purposes. These will be considered in the recommendations section of this thesis.

There are several organizational conditions which inhibit the potential HRM Survey's utility as an organizational development instrument, including:

(a) Infrequent Revision. Both the basic survey and the supplemental questions have been revised by committee action several times during the past few years. Revisions, however, have been relatively infrequent, and committee recommendations have not always been endorsed and implemented quickly. A significant time lag developed in some cases between the recognition of emerging issues and their coverage in the HRM Survey data collection system.

(b) Restrictive Editorial Policy. At such times as the survey was revised, there was an editorial tendency to exclude questions which focused on "special interest" or "transitory" data collection needs. This policy was based on the desire to prevent the HRM Survey from becoming a vehicle for relatively trivial information needs such as those relating to attitudes on uniform styles, etc. This policy, however, rendered the HRM Program bereft of quantitative data on such emerging issues as the introduction of women to shipboard billets, personnel retention factors, and the effectiveness of revised leadership training programs when the inclusion of a few pertinent questions in the

supplemental question list and their random selection by a few units might have given the HRM network the capability to support major policy decisions in a timely manner.

Individual HRMC's and HRMD's as well as other agencies attempted to fill the data collection and analysis void left by the HRM Program's refusal to become involved on a systemwide, coordinated basis. Some of the efforts by these individual commands or commercial enterprises reflected great credit on their initiative and ability. Regardless of their excellence, the independent surveys represented a redundancy of effort with the HRM Survey administration, a relatively limited data base as compared to the fleetwide coverage of the HRM Survey, and a failure on the part of the HRM Program to meet the expectations of potential clients in their data collection needs. From the perspective of these potential clients, the HRM Survey represented a logical vehicle for collecting data on personnel related issues. An editorial policy which implied to these clients that their areas of concern were inappropriate for the HRM Survey can not have helped to gain support for the HRM Program. If the HRM Survey was a useful vehicle for such clients, it might provide the HRM Program as a whole with an additional justification for its continued existence.

(c) Lack Of Utility In "Macro-System" Or Fleetwide Organizational Development. Since its inception the HRM Program has focused a large part of its attention at the unit level. For this reason most of the questions in the

basic survey and in the supplementals address issues considered to be within the indivudual ship, aircraft squadron, or shore activity's capability to resolve through local administrative action, personnel counseling, etc. There are correspondingly few, if any, questions that reflect issues requiring attention by type or fleet commanders, material commands, or even local staffs and support activities.

Unfortunately many of the problems which manifest themselves at the unit level may be reflections of conditions beyond the unit commander's influence. Drafting and implementing a command action plan may only result in treating the symptoms of low pay, lack of confidence in combat systems, housing shortages, and schedule induced workload surges. To be more effective in organizational development, the HRM Program might expand its scope to encompass more of its client organization. The HRM Survey could be a pivitol instrument in enhancing communication and mutual influence throughout the U.S. Navy in accordance with the "System 4" concept, but at present it does not even ask questions which might provide useful decision input at management levels above those of an individual ship, aircraft squadron, or shore activity. The objective of the HRM Program's data collection and analysis procedure should be to gather and process information on important issues to naval personnel and present significant findings with clear frames of reference to "appropriate" levels of authority for the recognition of outstanding performance and the resolution of policy and

resource allocation problems. This would make managers from leading seamen to the Chairman of the House Armed Services Committee better informed decision makers.

An expansion of survey coverage and utilization might provide senior naval and national leaders with the quantitative information they need to gain approval of important policy changes or system acquisition expenditures when used in conjunction with other inputs. The analytical potential represented by the Human Resource Management Information Network could be useful in such applications to show significant correlations between, for example, shipyard overhaul scheduling and retention or between attitudes on system maintenance and equipment casualty reports. The first step in realizing this potential is to collect appropriate information.

(d) Lack Of Coverage. The present listing of supplemental questions fails to cover such basic items as satisfaction with working hours, let alone items which might be useful in major policy decisions for the U.S. Navy. Experience indicates that the supplemental catalogue listing strongly influences the content of the supplemental section in individual surveys. The tendency is to select standard items rather than to draft forty new questions. This is fortunate because unique questions tend to be "lost" in terms of utility to the fleet due to their small sample populations, but it places a burden on HRMS's to ensure that the supplemental listing is continually updated to provide adequate coverage of pertinent issues.

(e) Poor Sequence Of Listings. A manual review of supplemental question useage suggests that unit commanders select items of interest as they proceed through the supplemental question catalogue, resulting in somewhat heavier employment of the questions listed near the beginning of the catalogue than of those in the final sections. This suggests that a subject sequence based on the alphabetical order of section titles may not be the best indexing technique.

IV. RECOMMENDATIONS

A. INPUT LIMITATION

The recommendations in this thesis are based on months of effort directed at determining the nature and relative influence of the variables involved in career decisions by junior enlisted and commissioned naval personnel through statistical means. It was initially reasoned that Fortran and Statistical Package for the Social Sciences (SPSS) computer programs could be designed to detect and rank order correlations between stated career intentions or actual separation statistics and demographic data or response values on attitudinal questions in personnel records or surveys. The methodology still appears sound and capable of providing some indication of the relative importance of such things as wages, family separation, technical training, and scores of other factors in the complex career planning equation of various sub-groups within the United States Navy. If this information could be obtained, it might provide the basis for an efficient personnel retention strategy by indicating where policy changes and recourse allocations could be employed most efficiently in retaining certain categories of individuals based on their motivational characteristics.

Unfortunately it was eventually recognized that the data sources identified by the author, including those of the Defense Manpower Data Center's Active Master and Loss Files, the Naval Postgraduate School's Human Resource Management

Survey records, and the Naval Postgraduate School's 1978 Department of Defense Enlisted and Officer Survey results, representing well over 100,000 cases, were critically flawed in their potential applicability to the research intended.

It was hypothesized, for example, that an individual's job satisfaction might be linked to the maintenance or operational characteristics of the equipment he or she maintained or operated. If this hypothesis was correct, higher attrition might be expected in units equipped with older, presumably more obsolescent technological systems than in recently equipped units. The data at the Defense Manpower Data Center was therefore examined to segment records by professional specialization, for example, engineering or weapons personnel, and by unit, and printout percentages of re-enlistments for each sub-set covering a fiscal year. This technique did not permit a simultaneous examination of other potential influences on career planning due to the limited demographic data on file and the fact that sub-groups of indivuduals in a career decision period assigned to a specific department and type of unit were often too small to be statistically significant.

The volume of HRM Survey data on file and the fact that this data contained attitudinal as well as demographic information seemed to offer great potential for retention research. If certain assumptions were accepted, it seemed feasible to expand the number of variables which could be included for examination using the HRM Survey records. For

example, if family separation was assumed to be a negative factor in the career selection process and that personnel assigned to ships and aircraft squadrons which deployed would be separated from their families more than personnel assigned to shore activities, the demographic information on a respondent's unit type could be used to derive an index of family separation. Despite the use of such artificial means to expand the number of potential variables, the HRM Survey results were of limited utility in determining those areas in which personnel retention efforts could be concentrated.

It was found that age and age dependent items like those indicating years in service, paygrade, and marital status proved to be significant in discriminating between personnel who intended to remain in the service from those who intended to pursue civilian occupations. These findings were considered to be of little practical value, however, and the attrition of individuals who might have expressed non-service career opinions to counter balance those of their career oriented peers biased the respondent population. The indicies on "satisfaction" (mean of questions 51 through 58) and "motivation" (mean of questions 7 through 9) were also consistent indicators of career plans, but, neither could be used to identify <u>specific</u> conditions, amenable to management action, which might be used to target personnel retention efforts.

In March of 1980 the Naval Postgraduate School received magnetic tapes containing the results of the 1978 Department of Defense survey as administered to U.S. Navy personnel. The format of this survey was such that specific issues were addressed that might be amenable to management influence such as relative satisfaction with personnel assignments, equipment, and various support facilities or services. The utility of these data was, however, limited by a small total population which, when segmented by career intentions and unit types to provide a clear frame of reference, yielded data which tended to be statistically insignificant.

The end result of the research process was recognition that, if survey data were to be useful for macro-analysis purposes, the input had to identify specific conditions without relying on dialogue for clarification.

B. UPGRADE THE HRM SURVEY

Because of its unique, officially sanctioned, periodic administration to a statistically significant cross-section of the fleet population and existent, operational resources for administration, analysis, and storage, the HRM Survey appears to be the best available vehicle for the collection of demographic and attitudinal data on the personnel of the U.S. Navy. For the reasons stated in previous sections of this thesis, however, it seems necessary to upgrade the existing survey's capability to collect and display data on specific subjects amenable to management influence.

There are several alternatives which might be considered in the proposed survey modification process ranging from leaving the present survey essentially unchanged to undertaking a complete redesign effort in the format of demographics, basic questions, and supplemental items with corresponding requirements to change data processing procedures. Numerous theoretical and pragmatic factors enter into the selection of the appropriate option which are beyond the scope of this thesis. The following recommendations are based solely on the author's limited experience with how the present survey is employed and his efforts to use existing data in the solution of a specific management problem involving statistical analysis.

C. SPECIFIC RECOMMENDATIONS

The following recommendations, based on existent formats and procedures, are considered significant in the process leading to the efficient employment of the HRM Survey as a diagnostic device at all levels of the U.S. Navy.

1. Identify Responses With Question Numbers In Data Storage And Retrieval Systems

This would permit the analysis of surveys formated to permit the use of inter-changeable questions and variable length listings. If all questions were serialized, including those in the basic survey's demographic and attitudinal sections, supplemental questions which proved more useful than existing items in the basic survey could be inserted or exchanged without major programming revisions. Regardless

of any impact of the basic survey, this process would greatly enhance the utility of the supplemental listings.

2. Place All Responses In A Logical Sequence

Recent editorial efforts at the HRM Survey Review conducted at HRMC San Diego, California 19-22 February 1980 placed all attitudinal question responses on the same logical basis with high numerical response values indicating favorable conditions. There are, however, some demographics which have response options which are not arranged on a continuum. This limits the use of computer logic statements like "greater than" or "less than" to segment a respondent population efficiently. It also results in sub-group means, etc., which are of no practical value. These items are addressed individually in the demographic section annotations of Appendix A.

3. Represent All "Missing Data" By A Single, Negative Number

At present, "missing data" can be represented by "9", "99", "999", "greater than 88", etc. The use of a positive integer like "9" for "missing data" precludes its use as a viable option in indicating a value on a response scale. This unnecessarily restricts data collection, particularly in single column data fields wherein up to ten alternative responses could be given if "0" and "9" were designations for individual characteristics or attitudes.

The use of the present "missing data" options also overlooks the fact that "SPSS" recognizes only three, distinct numerical values in its "missing data" designations. Logical

expressions like "greater than" or "less than" used to indicate "missing data" will result in programming errors.

4. Include An Interpretation Statement For Missing Data In The Response Sheet

If respondent's are not instructed to leave items which do not apply to them or which they do not feel well informed on blank, they may enter responses which will contaminate the survey results. This may be particularly true if future questions address tactical, maintenance, or personnel administration issues which are not applicable to entire respondent populations. For example, a junior supply rating might not feel qualified to answer a question requiring some knowledge of his units tactics or combat systems. Under the present system there is no clear statement to cover such circumstances and statements on the survey booklet imply that all questions are to be answered.

5. Standardize The Response Column Headings

At present the response column heading for all attitudinal questions except those for the questions on page five of the survey booklet and the supplemental questions are labeled:

a. to a very little extent (1),

b. to a little extent (2),

c. to some extent (3),

d. to a great extent (4), and

e. to a very great extent (5).

The column headings for the attitudinal questions on page five are:

a. very dissatisfied (1),

b. somewhat dissatisfied (2),

c. neither satisfied nor dissatisfied (3),

d. fairly satisfied (4), and

e. very satisfied (5).

There are no column headings for the supplemental questions.

The problem with the present headings is that the "extent" series represents an exclusively positive value system with no distinct neutral value to indicate indifference whereas the response scale for the questions on page five has an explicit neutral value at three. On page five the numbers one and two represent negative reaction values. The data processing does not account for any potential psychological difference between the two frames of reference, nor is there any way of determining if some respondents bias their answers according to the scales involved.

Labelling all the columns for the attitudinal questions alike would remove any possibility of conscious or sub-conscious bias as well as permitting the substitution of "extent" or "satisfaction" questions for one another with no requirement to modify answer sheets. The following column headings could be utilized for this purpose:

a. minimum extent/very dissatisfied (1),

b. limited extent/somewhat dissatisfied (2),

c. average extent/indifferent (3),

d. great extent/reasonably satisfied (4), and

e. maximum extent/very satisfied (5).

6. Consolidate Existing Redundant Demographics And Increase The Efficiency Of Existing Demographic Responses

There is, for example, a means of determining a survey respondent's status as a civilian or military person through knowledge of his or her paygrade that makes the "MIL-CIV-FOR" demographic redundant. Items like "FLEET" could be used to indicate more without requiring additional columns. Proposed demographic changes are annotated in corresponding sections of Appendix A.

7. Editing The Existing Supplemental Questions To Expand Their Coverage, Reduce Duplication, Improve Their Organization, And Improve Their Articulation Of Issues

The March 1978 Edition of the HRM Survey's Supplemental Question Bank was extensively edited during an HRM Survey Review conducted at HRMC San Diego, California 19-22 February 1980. Members of the sub-committee tasked to review and revise the supplemental questions included:

CDR Roger L. McFILLEN, USN
HRMC Pearl Harbor, Hawaii,

CRD Mark V. Nelson, USN
HRMD Yokosuka, Japan,

CDR John G. BLOOMER, USN
HRMD Subic Bay, Republic of the Philippines,

LCDR Frank G. Dengler, USN
NPS Monterey, California, and

LT Diane TRAUGH, USN
NMPC-6, Washington, D.C.

The results of this editorial effort are contained in Appendix A.

Although the editing procedure was accomplished and appropriate recommendations forwarded it is not known if the proposed changes were officially endorsed for fleetwide use.

Implicit in the revision process were the following editorial criteria which might be considered for future use since the survey should be continually revised and edited to adapt to changing diagnostic needs.

a. Questions with limited value in detecting significant developments in important areas amenable to management influence and low utilization rates based on potential applicability were deleted. It should be noted that low total utilization rates alone should not be grounds for discarding an item since the relevant population may be limited in total numbers, for example, pilots or nuclear power technicians.

b. Questions with vague or multiple frames of reference were reworded as necessary to address single issues.

c. "Reverse logic" questions were deleted or reworded to place all responses on the same logical basis.

d. Vocabulary and phrasing were reviewed to enhance comprehension.

e. Coverage was expanded to include items on issues of interest both in the individual unit and at various other levels of the naval service.

f. Questions were reorganized and numbered to permit greater flexibility in future revisions and enhance the probability the mission oriented subjects will be selected for inclusion in the supplemental section.

8. Modify The Policy For Implementing Changes To The Supplemental Questions

At the HRM Survey Review Conference it was recommended that future revisions to the HRM Supplemental listing be implemented through the following process. HRMC's and HRMD's will circle prospective additions to the standard supplemental listing on their data submissions to NPRDC. Those questions which NPRDC determines to be suitable for fleetwide use will be assigned serial numbers and all HRM agencies will be informed of the listing change. This process, if ratified, will greatly increase the HRM Program's ability to collect data on emerging issues.

9. Modify The Policy For Supplemental Question Selection Prior To Survey Administration

Although he is subject to varying degrees of influence from his crew, the HRMS Team, and requirements generated at various levels of the HRM Program, the policy has been to give the Commanding Officer of the surveyed unit the option to draft or select all the supplemental survey questions to be administered to his unit. This policy has been a strong selling point for the survey's administration in many cases as it gave the Commanding Officer a chance to ascertain the crew's feelings on subjects which concerned him or her personally.

Unfortunately, this policy also limits the utility of the supplemental questions by introducing bias at both the unit level and the macro-analysis level. As mentioned previously, one of the deficiencies of any survey is that it

confines its data collection exclusively to those areas addressed in specific questions. The selection of questions for the supplemental section thus becomes a major factor in how well the HRM Survey provides a balanced diagnosis of fleet conditions.

Despite leadership experience and an excellent viewpoint on unit level phenomena, the unit commander may not recognize all the aspects of his organization which should be addressed in survey questions. True, many Commanding Officers do permit their selection process to be heavily influenced by their HRMS Team or delegate the selection process to designated members of their crew, but the fact that such arrangements are not universal represents a waste of the HRMS's training and the unique perspective of the unit's membership.

It is therefore recommended that the supplemental question selection policy be modified to apportion a certain percentage of the available questions to selection by each of the following agents:

a. the Commanding Officer, representing himself/herself and the other commissioned officers,

b. the Senior Enlisted Person, representing himself/herself and all the rated supervisors,

c. the Senior Non-Rated Person, representing himself/herself and all the non-rated personnel, and

d. the HRMS Team Leader, representing himself/herself and the other HRMS's and holding a block of supplemental

question slots which will normally be donated to the unit for use, but which may be used for macro-analysis purposes if so desired by higher authority.

The HRMS Team Leader would present this allocation plan on initial contact with the unit and suggest that each group select more items than they have been apportioned for inclusion and priortize their inputs such that duplications can be screened out and suitable substitutions inserted.

10. Emphasize Standard Question Usage

Locally drafted questions may be excellent, but they result in limited sample sizes and a loss to the system for macro-analysis purposes. HRMS's should stress using standardized supplementals when possible and, if a unique question is identified which is worthwhile for fleetwide applications, processing that question for inclusion in the standardized listings.

11. Address The Dichotomy Represented By The Inclusion Of Discrimination, Substance Abuse, And Overseas Diplomacy Questions In The Basic Attitudinal Question Series

Since its original adaptation from the "Survey of Organizations" the HRM Survey has inherited a number of questions which do not measure the basic "indicies" and "dimensions" postulated in "Causal Flow" to a "System 4" state. These questions are largely in the substance abuse, discrimination, and overseas diplomacy areas. It is not intended to suggest that any of these might be better addressed in the supplemental section along with other, equally important issues. An alternative solution might be to examine

the proposed supplemental questions and bring those items which address areas of equal importance like the effectiveness of combat systems, tactical training, support services, etc., into the basic attitudinal section.

12. Make The HRM Survey Adaptable

The mechanical recommendations of

a. identifying the items by number to permit interchangeability in macro-analysis,

b. extending the coverage of supplementals to more specific issues, and

c. modifying the demographics so that the survey's basic format could be used throughout the Department of Defense and other agencies,

are all intended to make the HRM Survey adaptable to a variety of unit level and macro-analysis needs. This added flexibility should be useful in investigating more subjects with greater potential for detecting correlations between attitudes, trends, demographics, policies, resources, etc. The adaptability may have another important political implication for the HRM Program by enabling it to offer a unique service for personnel data collection. This may eventually be a selling point in sustaining the institutional support for the HRM Program as a whole.

V. CONCLUSIONS

A. THE HRM SURVEY WAS NOT DESIGNED TO EXAMINE PRAGMATIC ISSUES

The Human Resource Management Survey was designed to measure the status of relatively abstract "indicies" and "dimensions" based on the theory that these qualities can be enhanced to improve organizational effectiveness. As a consequence it is of limited utility in macro-analysis efforts intent on isolating specific cause and effect relationships using the survey data alone without the benefit of respondent interpretations.

B. THE HRM SURVEY HAS THE POTENTIAL TO PROVIDE ADDITIONAL INFORMATION OF DIRECT UTILITY TO NAVAL MANAGEMENT

By upgrading the data processing procedures, expanding the capabilities of the demographic section, extending the coverage of the supplemental question section, and making the supplemental items better focused and adaptable to changing requirements as recommended in Chapter IV, the HRM Survey can provide personnel at all levels of naval management with a unique source of quantitative information for action planning. The recommendations in this thesis to revise the supplemental listing and augment or edit it on a more responsive basis have been tentatively accepted for implementation as of this writing.

C. FUTURE REQUIREMENTS

It is hoped that the recommendations to permit the computer processing of inter-changeable questions and to modify the survey's demographic section will be given serious consideration in view of their potential benefit to the HRM Program.

D. POTENTIAL RESEARCH

In time it may be possible to examine the relationships between the responses to various combinations of demographic, basic survey, and supplemental questions to detect trends or correlations which will be extremely useful in developing effective management strategies for maximizing combat readiness. For example, subsequent analysis based on the revised survey inputs may illustrate correlations between responses to supplemental questions on various support services, tactical readiness perceptions, or management practices and career plans. In this and other unforeseen applications, the revised HRM Survey should, to quote Admiral Zumwalt's remarks cited in the introduction, enhance our "understanding of and communication with people."

APPENDIX A

I. HUMAN RESOURCES MANAGEMENT SURVEY

VAR 0001 REF 0001 DATA SET ID-'001'
NAME-PSEUDO UIC MD=99999
LOC 1 WIDTH 5

FALSE UIC TO IDENTIFY THE SITE
ONLY NPRDC WILL KNOW THE TRANSLATION CODE

VAR 0002 REF 0002 DATA SET ID-'001'
NAME-WAVE MD=99
LOC 6 WIDTH 2

01. FIRST TIME THE SITE WAS SURVEYED
SUBSEQUENT WAVES ARE NUMBERED SEQUENTIALLY

VAR 0003 REF 0003 DATA SET ID-'001'
NAME-QUESTIONNAIRE TYPE MD=99
LOC 8 WIDTH 2

01. ORIGINAL QUESTIONNAIRE

MISSING DATA:

AGE AND AGE COLLAPSED
RESPONSE 7 & 8 FOR RACE
PAYGRADE AND PAYGRADE COLLAPSED
RATING DESIGNATION & OFFICER DESIGNATOR
TIME AT ORGANIZATION
YEARS OF FEDERAL SERVICE
YEARS IN THE NAVY

RESPONSE 6 (OTHER) FOR RACE IS ON THIS FORM ONLY

02. FORM PROCESSED BY NCS

MISSING DATA:

RESPONSE 7 & 8 FOR RACE
E7 & CIVILIAN PAYGRADES
TIME AT ORGANIZATION
YEARS OF FEDERAL SERVICE
YEARS IN THE NAVY

06. FORM 02 WITH NEW ITEMS 62-67 & 92-94

MISSING DATA:

TIME AT ORGANIZATION
YEARS OF FEDERAL SERVICE
YEARS IN THE NAVY

07. FORM 06 WITH OVERSEAS QUESTIONS

MISSING DATA:

TIME AT ORGANIZATION
YEARS OF FEDERAL SERVICE
YEARS IN THE NAVY

08. FIRST SHORE QUESTIONNAIRE

MISSING DATA:

TIME AT ORGANIZATION
YEARS OF FEDERAL SERVICE
YEARS IN THE NAVY

COMMUNICATIONS FLOW ITEMS WERE NOT USED.

ITEMS 1-3 ARE MISSING DATA

09. SEA SURVEY (STARTED IN 1975)

MISSING DATA:

ENLISTMENT STATUS
TIME AT ORGANIZATION
YEARS OF FEDERAL SERVICE

10. FORM 09 WITH OVERSEAS QUESTIONS

MISSING DATA:

ENLISTMENT STATUS
TIME AT ORGANIZATION
YEARS OF FEDERAL SERVICE

11. SHORE SURVEY (STARTED IN 1975)

MISSING DATA:

ENLISTMENT STATUS
AGE & AGE COLLAPSED
NON-COLLAPSED CIVILIAN PAYGRADES
ENLISTED DESIGNATION & OFFICER DESIGNATOR
YEARS IN THE NAVY

12. FORM 11 WITH OVERSEAS QUESTIONS

MISSING DATA:

ENLISTMENT STATUS
AGE & AGE COLLAPSED
NON-COLLAPSED CIVILIAN PAYGRADES
ENLISTED DESIGNATION & OFFICER DESIGNATOR
YEARS IN THE NAVY

13. SEA SURVEY (STARTED IN 1977)

FORM 9 QUES WITH FORM 17 DEMOGRAPHICS

MISSING DATA: ENLISTMENT STATUS

14. FORM 13 WITH OVERSEAS QUES (STARTED IN 1977)

MISSING DATA: ENLISTMENT STATUS

15. SHORE SURVEY (STARTED IN 1977)

FORM 11 QUES WITH FORM 17 DEMOGRAPHICS

MISSING DATA: ENLISTMENT STATUS

16. FORM 15 WITH OVERSEAS QUES (STARTED IN 1977)

MISSING DATA: ENLISTMENT STATUS

17. SEA SURVEY (MID 1977) 88 QUESTIONS

18. FORM 17 WITH OVERSEAS QUESTIONS

19. SHORE SURVEY (MID 1977) 88 QUESTIONS

20. FORM 19 WITH OVERSEAS QUESTIONS

99. MISSING DATA

VAR 0004 REF 0004 DATA SET ID-'001'
NAME-INDIVIDUAL ID NUMBER MD=999999
LOC 10 WIDTH 6

UNIQUE FOR EACH RESPONDENT SURVEYED

VAR 0005 REF 0005 DATA SET ID-'001'
NAME-SEX MD=9
LOC 16 WIDTH 1

1. MALE
2. FEMALE

VAR 0006 REF 0006
NAME-MIL-CIV-FOR MD=9 OR GE=4
LOC 17 WIDTH 1

1. MILITARY
2. CIVILIAN EMPLOYEE
3. CIV EMPLOYEE FOREIGN NATIONAL (OVERSEAS ONLY)

VAR 0007 REF 0007
NAME-RACIAL/ETHNIC CODE MD=9 OR GE 8
LOC 18 WIDTH 1

1. POLYNESIAN, SAMOAN, HAWAIIAN
2. CHINESE, JAPANESE, KOREAN
3. WHITE
4. SPANISH DESCENT
5. MALAYAN, FILIPINO, GUAMANIAN
6. BLACK
7. INDIAN TRIBES, ESKIMO, ALEUT. (NATIVE AMERICAN)

RECOMMENDATIONS:
VAR 0006 - Delete this item. The same data can be obtained from paygrade titles.
VAR 0007 - Re-order the responses in this item to place them on a continuum based on majority (1) to minority (7) or skin color with white (1) to black (7) such that a statistical population mean or correlation value has some general value.

VAR 0008 REF 0008 DATA SET ID-'001'
NAME-MARITAL STATUS MD=9 OR GE 4
LOC 19 WIDTH 1

1. SINGLE
2. MARRIED
3. OTHER (WIDOWED, DIVORCED, ETC.)

VAR 0009 REF 0009 DATA SET ID-'001'
NAME-EDUCATION MD=9 OR GE 6
LOC 20 WIDTH 1

1. DID NOT COMPLETE HIGH SCHOOL
2. COMPLETED HIGH SCHOOL (INCLUDING GED)
3. COMPLETED SOME COLLEGE OR ASSOCIATE DEGREE
4. HOLD BA/BS OR EQUIVALENT DEGREE
5. HOLD MASTERS DEGREE OR BEYOND

VAR 0010 REF 0010 DATA SET ID-'001'
NAME-TIME AT PRESENT SHIP/S-2 MD=9 OR GE 7
LOC 21 WIDTH 1

1. BETWEEN 0 AND LESS THAN 3 MONTHS
2. BETWEEN 3 MONTHS AND LESS THAN 6 MONTHS
3. BETWEEN 6 MONTHS AND LESS THAN 1 YEAR
4. BETWEEN 1 YEAR AND LESS THAN 2 YEARS
5. BETWEEN 2 YEARS AND LESS THAN 4 YEARS
6. 4 OR MORE YEARS

VAR 0011 REF 0011
NAME-TIME IN WKGP MD=9 OR GE 5
LOC 22 WIDTH 1

1. LESS THAN ONE MONTH
2. ONE MONTH BUT LESS THAN SIX MONTHS
3. SIX MONTHS BUT LESS THAN ONE YEAR
4. ONE YEAR OR MORE

RECOMMENDATIONS:
VAR 0008 - This item ought to be expanded to provide more data

for family services, separation influence, and similar studies. If a single column format is the maximum permissible, the options might be: 1 = single, never married, 2 = widow/widower, no dependents, 3 = divorced, no dependents, 4 = widow/widower, dependents seen infrequently, 5 = divorced, dependents seen infrequently, 6 = married, dependents seen infrequently, 7 = widow/widower, dependents seen frequently, 8 = divorced, dependents seen frequently, 9 = married, dependents seen frequently.
Note: "Frequently" is defined as at least every two days when not deployed under normal circumstances.
If a second digit is permissible, it could be used to indicate total dependents in addition to the spouse with "9" indicating "in excess of 8 dependents".

```
VAR 0012                    REF 0012        DATA SET ID-'001'
  NAME-SURVEYED BEFORE AT CMC  MD=9 OR GE 8
    LOC 23 WIDTH 1
            1. YES
            2. NO

VAR 0013                    REF 0013
  NAME-SURVEYED BEF OTH CMD    MD=9 OR GE 3
    LOC 24 WIDTH 1
            1. YES
            2. NO

VAR 0014                    REF 0014        DATA SET ID-'001'
  NAME-YRS IN THE NAVY         MD=99
    LOC 25 WIDTH 2

VAR 0015                    REF 0015        DATA SET ID-'001'
  NAME-AGE                     MD=9
    LOC 27 WIDTH 2
            ACTUAL AGE

VAR 0016                    REF 0016        DATA SET ID-'001'
  NAME-AGE 1 COLLAPSED         MD=9
    LOC 29 WIDTH 1

            1.  17-20       4.  30-34
            2.  21-24       5.  35 AND OVER
            3.  25-29
```

RECOMMENDATIONS:
Both VAR 0012 and 0013 - Expand the response options to permit more precise trend or time lapse studies on the influence of HRM Programs. The options could be: 1 = no prior survey, 2 = surveyed over 18 months ago, 3 = surveyed 12-18 months ago, 4 = surveyed 6-12 months ago, 5 = surveyed 2-6 months ago, 6 = surveyed 0-2 months ago. Note: This assumes HRAV's took place with the surveys. A more complex series may be required if this assumption is invalid.
VAR 0014 - Change title to YRS IN NAVAL SERVICE or other title to make the item more useful to civilians in the Navy's support organizations.

VAR 0017 REF 0017 DATA SET ID-'001'
NAME-PAYGRADE-2 MD=999
LOC 30 WIDTH 3

A 3-DIGIT CODE WHERE THE FIRST DIGIT REPRESENTS STATUS:

1. ENLISTED
2. OFFICER
3. WARRANT
4. GS
5. WAGE GRADE
6. WL
7. WS
8. WD
9. WN
10. NA

THE SECOND 2 DIGITS INDICATE PAYGRADE.

101=E1, 202=02, 302=W2, 404=GS4, 501=WB1

VAR 0018 REF 0018 DATA SET ID-'001'
NAME-PAYGRADE 1 COLLAPSED MD=99
LOC 33 WIDTH 2

1. E1 - E3
2. E4 - E5
3. E6
4. E7 - E9
5. W1 - W4
6. 01 - 03
7. 04
8. 05
9. 06 AND ABOVE
10. GS1 - GS4
11. GS5 - GS9
12. GS10 - GS13
13. GS14 - GS18
14. WG1 - WG4
15. WG5 - WG8
16. WG9 - WG11
17. WG12 - WG16
18. ALL WL

RECOMMENDATIONS:
VARS 006, 0017, 0018 - Consolidate these items into one with the first column indicating agency, the second and third rank/paygrade/GS level, and the fourth indicating nationality. This would provide all the demographics necessary and computer program "select if" statements could be used to segment the population by any one of the three column characteristics. For example, the column listings might begin as follows:

1 = CIV SERV	1 = E-1	1 = USA
2 = NAVY	2 = E-2	2 = GREAT BRITAIN
3 = MARINE	Etc.	3 = GUAM
4 = COAST GD	12 = GS-1	4 = PHILIPPINES
5 = AIR FORCE	13 = GS-2	Etc.
6 = ARMY	Etc.	
7 = DEF CONTRACT	30 = 0-1	
	31 = 0-2	
	Etc.	

It would also provide the basis for using the HRM Survey as a standard throughout the Department of Defense and, perhaps, other agencies as well.

19. ALL WS
20. ALL WD
21. ALL WN
22. ALL NA

VAR 0019 REF 0019 DATA SET ID-'001'
NAME-WORK GROUP NUMBER MD=999999
LOC 35 WIDTH 6

ORIGINAL DATA CONTAINS A FOUR DIGIT CODE CONSISTING OF TWO ALPHATETIC DIGITS AND TWO NUMERICS. THE OUTPUT VARIABLE HAS SIX DIGITS WHERE THE TWO ALPHABETICS ARE RECODED TO THEIR NUMERIC EQUIVALENT.

I.E. A IS RECODED TO 01,...Z IS RECODED TO 26

VAR 0020 REF 0020 DATA SET ID-'001'
NAME-CURRENT SERVICE PLANS MD=9
LOC 41 WIDTH 1

1. ELIGIBLE FOR RETIREMENT NOW & PLAN TO RETIRE WITH 19 YEARS & 6 MON OR MORE ACTIVE SERVICE
2. PLAN TO REMAIN ON ACTIVE DUTY AT LEAST UNTIL ELIGIBLE FOR RETIREMENT
3. RE-ENLIST OR EXTEND BUT UNDECIDED ABOUT MAKING THE NAVY A CAREER
4. I AM UNDECIDED ABOUT MY SERVICE PLANS (NOT ELIGIBLE FOR RETIREMENT)
5. DO NOT PLAN TO STAY BEYOND MY CURRENT OBLIGATION, ENLISTMENT OR EXTENSION
6. RETURN TO CIVILIAN LIFE WITHIN NEXT 4 YEARS (BUT BEFORE RETIREMENT) (OLD OFFICER QUESTION)
7. RE-ENLIST OR EXTEND BUT DO NOT INTEND TO MAKE NAVY A CAREER (OLD ENLISTED QUESTION)

RECOMMENDATIONS:
VAR 0019 - Consolidate this item with subsequent work group index.
VAR 0020 - Replace existing options with the following:
1 = Intend to obtain a separation before the end of obligated service

2 = Intend to obtain a separation at the end of obligated service
3 = Am presently serving beyond obligated service, but will separate in less than one year
4 = Intend to extend obligated servuce to obtain training
5 = Intend to extend obligated service to obtain reassignment
6 = Intend to extend obligated service to accept promotion
7 = Intend to extend to serve thru deployment
8 = Undecided about career plans
9 = Will re-enlist for training (alternately replace "will" with "would")
10 = Will re-enlist for reassignment (alternately replace "will" with "would")
11 = Will re-enlist for bonus (alternately replace "will" with "would")
12 = Intend to remain on active duty until eligible for retirement
13 = Intend to remain on active duty beyond initial retirement eligibility

Note: Present eligibility for retirement can be ascertained from "YRS IN NAVY". If the recommended options are used, the item will provide more data for studying correlations with retention patterns. An alternate strategy would be to draft several attitudinal questions like, "To what extent would you be likely to re-enlist for reassignment?", etc. The recommended options require expansion to a two column format.

VAR 0021 REF 0021
NAME-AMT OBLIGATED SERV LEFT MD=9 OR GE 5
LOC 42 WIDTH 1

1. LESS THAN SIX MONTHS
2. SIX MONTHS BUT LESS THAN A YEAR
3. ONE YEAR BUT LESS THAN TWO YEARS
4. ONE YEAR BUT LESS THAN TWO YEARS

VAR 0022 REF 0022
NAME-LMT COURSE MD=9 OR GE 3
LOC 43 WIDTH 1

1. YES
2. NO

VAR 0023 REF 0023 DATA SET ID-'001'
NAME-RATING DESIGNATION MD=999999
LOC 44 WIDTH 6

ORIGINAL DATA IS A 3-DIGIT CODE OF 3 ALPHABETICS. IT IS RECODED TO CONVERT THEM TO NUMERICS IN THE SAME WAY AS WORK GROUP NUMBER

VAR 0024 REF 0024 DATA SET ID-'001'
NAME-OFFICER DESIGNATION MD=9999
LOC 50 WIDTH 4

OFFICERS ARE ASSIGNED A 4-DIGIT NUMERICAL DESIGNATOR FOR ACCOUNTING AND STATISTICAL PURPOSES. THE FIRST 3 DIGITS INDICATE THE GENERAL CATEGORY WITHIN WHICH THE OFFICER PERFORMS, AND THE FOURTH DIGIT INDICATES THE OFFICER'S OFFICIAL STATUS.

RECOMMENDATIONS:
VAR 0022 - The present focus is on LMT/LMET training, but this variable, if considered in the broad context of training, might be useful to study the attitudes and utilization of people with a wide variety of training. I strongly recommend expanding this item to include such things as: 1 = A school grad, 2 = B school grad, 3 = C school grad, 4 = Basic SWOS grad, 5 = BUDS grad, 6 = Flight school grad, 7 = Sub school grad, 8 = Nuclear Power school grad, 9 = LMT grad, 10 = LMET grad, 11 = HRMS school grad, 12 = SWOS Dept HD school grad, 13 = UDT/Seal Training grad, 14 = PXO grad, 15 = PCO grad, 16 = TAO Qualed, 17 = Submarine Qualed, 18 = SWE Qualed, 19 = SWO Qualed, 20 = Command qualed, etc.
Such an entry would be extremely useful in segmenting and studying the various sub-groups within the Navy. It would, however, involve expanding the present field to permit entering up to, for example, five school options.

VAR 0025 REF 0025 DATA SET ID-'001'
NAME-GROUP SURVEYED WITHIN UI MD=9
LOC 54 WIDTH 1

IN GENERAL THIS VALUE IS 1, HOWEVER, IF A SUBSET OR SUBSETS OF A UNIT ARE SURVEYED, THIS VALUE CHANGES PROPORTIONALLY WITH THE NUMBER OF SUBSETS.

VAR 0026 REF 0026 DATA SET ID-'001'
NAME-HRAV DATE MD=9999
LOC 54 WIDTH 4

CODED YEAR-MONTH

I.E. DECEMBER 1974 = 7412

0000 MEANS NO HRAV 9999 IS MISSING DATA

VAR 0027 REF 0027 DATA SET ID-'001'
NAME-HRMC CODE MD=99 OR GE 88
LOC 59 WIDTH 2

01. SAN DIEGO
03. ALAMEDA
11. PEARL HARBOR

13. SUBIC BAY
15. YOKUSKA
17. GUAM
19. WHIDEEY ISLAND
20. NORFOLK
22. CHARLESTON
24. MAYPORT
26. MEMPHIS
28. NEW LONDON
30. WASHINGTON D.C.
40. LONDON
42. NAPLES
44. ROTA
46. ATHENS

VAR 0028 REF 0028 DATA SET ID-'001'
NAME-UNIT SEQUENCE CODE MD=9999 OR GE 8888
LOC 61 WIDTH 4

UNIT NUMBER WITHIN DATA BASE, ASSIGNED AT NPRDC

VAR 0029 REF 0029 DATA SET ID-'001'
NAME-DATE ADMIN YR/MC MD=9999 OR GE 8888
LOC 65 WIDTH 4

SURVEY ADMINISTRATION DATE - CODED YEAR-MONTH

VAR 0030 REF 0030
NAME-FLEET MD=9 OR GE 3
LOC 69 WIDTH 1

1. PACIFIC
2. ATLANTIC
9. MISSING OR SHORE ACTIVITY

VAR 0031 REF 0031
NAME-AIR-SURF-SUB-RESV MD=9 OR GE 5
LOC 70 WIDTH 1

ACTIVITY TYPE

1. AIR
2. SURFACE (INCLUDES CARRIERS AND SUB SUPPORT (E.G. AS))
3. SUBSURFACE
4. RESERVE
9. MISSING DATA FOR ALL SHORE ACTIVITIES

RECOMMENDATIONS:
VAR 0030 - An analysis by unit occupation may indicate significant correlations between attitudes on career intentions, substance abuse, support services, etc., and geographic areas or operating conditions. If "FLEET" was expanded, such useful

correlations might be detected. Response options might include: 1 = Eastern CONUS Shore Activity, 2 = Western CONUS Shore Activity, 3 = Atlantic Area Overseas Shore Activity, 4 = Pacific Area Overseas Shore Activity, (Note: This might be expanded by country) 5 = Pacific Fleet, overhaul in home port, 6 = Atlantic Fleet, overhaul in home port, 7 = Pacific Fleet, overhaul out of home port, 8 = Atlantic Fleet, overhaul out of home port (Note: Overhauls out of home port shortly after returning from deployments are sufficiently demoralizing to warrant separate attention.), 9 = Local OPS., Pacific Fleet, 10 = Local OPS., Atlantic Fleet, 11 = deployed WESTPAC, 12 = deployed Indian Ocean, 13 = deployed MED, 14 = deployed North Europe, 15 = deployed South Atlantic, 16 = deployed South Pacific, etc.

VAR 0031 - The "ACTIVITY TYPE" is ideal for segmenting out common groups of interest without having to program complex "Select If" statements based on "TYPE/CLASS". The present "ACTIVITY TYPE" is inefficient because it does not include several common categories. It is also flawed by isolating reserve components as a group, independent of their warfare specialty, if active versus reserve is an important consideration, then perhaps a column should be added to the "ACTIVITY TYPE" which specifies whether the unit is active or a reserve element.

If a single column format is retained for indicating the nature of the "ACTIVITY TYPE", I suggest the following major subdivisions as being more useful than those presently employed: 1 = Carrier Based Aviation (i.e., VA, VAW, VF, VFP, VS, RVAH etc.), 2 = Carriers Less Air Groups, 3 = Surface Combatants, 4 = Amphibious Ships, 5 = Amphibious Assault Forces (i.e., USMC, UDT/SEAL, BEACHMASTERS, etc.), 6 = Underway Replenishment Ships, 7 = Repair Ships & Activities, 8 = Submarines, 9 = Non-repair Shore activities.

VAR 0032 REF 0032 DATA SET ID-'001'
NAME-TYPE/CLASS MD=999 OR GE 888
LOC 71 WIDTH 3

SHIPS & AIR SQUADRONS TAKEN FROM NUMERIC POSITION ON U.S. NAVAL SHIP CLASSIFICATION

001 AD	003 AE	004 AF	008 AFS	009 AG
010 AGDE	017 AGP	020 AGSS	030 AO	031 AOE
032 ACG	033 AOR	037 AR	040 ARD	041 ARDM
044 ARS	050 AS	052 ASR	055 ATF	056 ATS
059 AVM	067 CG	068 CGN	070 CLG	071 CV
072 CVA	074 CVT	075 DD	076 DDG	077 FF
078 FFG	084 DSV	091 LCC	101 LKA	102 LPA
103 LPD	104 LPH	106 LPSS	107 LSD	109 LST
115 MSC	121 MSO	131 PG	137 SS	138 SSBN
140 SSN	260 HS	261 HSL	262 HC	263 HM,HT
270 VA	271 VAW	272 VF	273 VFP	274 VP
275 VQ,VW,VAQ		276 VR,VRC,VRF		277 Vs

279 VC,VX,VXE,VXN 280 TACRON
281 RVAH 282 RVAW 283 TRARON
401 NAVAL AIR STATIONS/BASES - U.S.
402 NAVAL AIR STATIONS/BASES - OVERSEAS
501 MAJOR STAFFS AND COMMANDS
503 AVIATION STAFFS
504 SURFACE STAFFS
505 SUBMARINE STAFFS
506 NAVAL DISTRICTS
507 RESERVE COMMANDS
600 TRAINING COMMANDS
701 COMMUNICATION STATIONS
702 SECURITY GROUPS
703 NAVAL FACILITIES
704 WEATHER STATIONS/FACILITIES
801 CONSTRUCTION UNITS
802 ORDNANCE UNITS
803 ASSAULT CRAFT/BEACHMASTER
805 SPECIAL WARFARE
900 SINGLE PURPOSE ACTIVITY
901 INDUSTRIAL ACTIVITY
902 HUMAN RESOURCE MANAGEMENT CENTER
903 HUMAN RESOURCE MANAGEMENT DETACHMENT
904 MISC. HUMAN RESOURCE MANAGEMENT

RECOMMENDATIONS:
VAR 0032 - Add an entry for PHM's.

VAR 0033 REF 0033 DATA SET ID-'001'
NAME-WKGP-4 MD=99 OR GE 88
LOC 74 WIDTH 2

LAST DIGIT OF WORK/GROUP NUMBER

99 IS MISSING DATA.

0. CO SUPERVISOR
1. CO
2. XO
3. DEPT HEAD
4. DIVISION OFFICER
5. 1ST LINE SUPERVISOR
6. WORK GROUP SUPERVISOR
7. CAN BE USED FOR WORK GROUP SUPERVISOR
8. CAN BE USED FOR WORK GROUP SUPERVISOR
9. SPECIAL ASSISTANTS

VAR 0034 REF 0034 DATA SET ID-'001'
NAME-DEPT CODE MD=99 OR GE 88
LOC 76 WIDTH 2

FIRST DIGIT OF WORK GROUP NUMBER AFTER ITS CONVERSION TO NUMERIC DATA.

01 A-ADMINISTRATION	15 O-OPERATIONS
02 B-REPAIR	18 R-REACTORS
03 C-COMMUNICATIONS	19 S-SUPPLY
04 D-DECK	20 T-TRAINING
05 E-ENGINEERING	22 V-AIR
06 F-DENTAL	23 W-WEAPONS
08 H-MEDICAL	24 X-EXECUTIVE
09 I-MARINES	25 Y-EXECUTIVE OFFICER
13 M-MAINTENANCE	26 Z-COMMANDING OFFICER
14 N-NAVIGATION	

VAR's 0019, 0033, & 0034 - Consolidate the present work group identification and level codes into two elements.

The first element should be entitled "Work Group" and should employ the standard work center codes used in the maintenance and material management system (3M) which are well understood by Fleet units. In this system "WG01" means a Weapons Department ("W") Gunnery Division ("G"), Work Center ("01").

The second element should be a specific billet, without the present vague categories, i.e., "Can be used for" and "Special Assistant", and in the standard ranking employed in the operating forces. This listing would be too lengthy to complete in a single digit element. It might include the following options: 1 = Nonsupervisor, 2 = Work Center Supervisor, 3 = Divisional Leading Petty Officer, 4 = Divisional CPO, 5 = Division Officer, 6 = Department Head, 7 = Executive Officer, 8 = Unit Commanding Officer, 9 = Surface/Submarine Squadron or Air Group Staff, 10 = Surface/Submarine Squadron or Air Group Chief Staff Officer, 11 = Surface/Submarine Squadron or Air Group Commander, 12 = Type Command Staff, etc. This listing should contain an option to enter "OTHER" personnel not otherwise coded, like Assistant Division Officers.

VAR 0035 REF 0035 DATA SET ID-'001'
NAME-ENLISTMENT STATUS-ENL MD=9
LOC 78 WIDTH 1

FOR ENLISTED PERSONS ONLY. FORMS 1-8 ONLY

1. FIRST ENLISTMENT
2. EXTENSION OF FIRST ENLISTMENT
3. SECOND ENLISTMENT
4. EXTENSION OF SECOND ENLISTMENT
5. THIRD OR LATER ENLISTMENT

VAR 0036 REF 0036 DATA SET ID-'001'
NAME-HOW LONG ASSGN THIS ORGA MD=9
LOC 79 WIDTH 1

FORMS 11 & 12 ONLY QUESTION #5

1. LESS THAN 3 MONTHS
2. LESS THAN 1 YEAR
3. LESS THAN 3 YEARS
4. MORE THAN 3 YEARS

VAR 0037 REF 0037 DATA SET ID-'001'
NAME-YRS OF FED SERV ACCUM MD=9
LOC 80 WIDTH 1

YEARS IN NAVY/FED SERVICE COLLAPSED

1. 0-3 YEARS
2. 4-10 YEARS
3. 11-20 YEARS
4. OVER 20 YEARS

RECOMMENDATIONS:
VAR 0036 - Shift this item to a position adjacent to VAR 0010.
VAR 0037 - Shift this item to a position adjacent to VAR 0014.

RECOMMENDATIONS:
Add the following demographics which may be of interest as variables in future surveys relating to health, safety, and/or involvement in tactical action:

"Smoking"

1 - Smoker
2 - Non-smoker

"Drinking"

1 - Consume more alcohol than other members of my work group.
2 - Consume an average amount of alcohol as compared to other members of my work group.
3 - Consume less alcohol than other members of my work group.
4 - Do not consume alcoholic beverages.

"Exercise And Diet"

1 - Unaware of weight standards for my height.
2 - Below minimum weight for height by USN standards.
3 - Above maximum weight for height by USN standards.
4 - Within weight limits for height by USN standards.

"Accident"

1 - Involved in Navy related accident within past 6 months.
2 - Involved in Navy related accident over 6 months ago.
3 - Never involved in Navy related accident.

(A similar question could be developed to reflect a unit's receipt of hostile fire.) These subjects could be covered in supplemental questions, but their limited utility at the unit level would probably result in low utilization. The safety and substance abuse attitudinal questions in the basic survey and supplementals may correlate with individual bases; population statistics may be indicative of significant conditions in themselves.

POSSIBLE ANSWERS

1. TO A VERY LITTLE EXTENT
2. TO A LITTLE EXTENT
3. TO SOME EXTENT
4. TO A GREAT EXTENT
5. TO A VERY GREAT EXTENT

VAR 0038 REF 0038
NAME-LATERAL INFO ADEQUATE MD=9 OR GE 6
LOC 81 WIDTH 1

1. TO WHAT EXTENT IS THE AMOUNT OF INFORMATION YOU GET FROM OTHER WORK GROUPS ADEQUATE TO MEET YOUR JOB REQUIREMENTS?

VAR 0039 REF 0039
NAME-PUTTING WORD OUT MD=9 OR GE 6
LOC 82 WIDTH 1

2. TO WHAT EXTENT DOES THIS COMMAND DO A GOOD JOB OF PUTTING OUT THE WORD TO YOU?

VAR 0040 REF 0040
NAME-OPEN TO IDEAS MD=9 OR GE 6
LOC 83 WIDTH 1

3. TO WHAT EXTENT IS THE CHAIN OF COMMAND RECEPTIVE TO YOUR IDEAS AND SUGGESTIONS?

VAR 0041 REF 0041 DATA SET ID-'001'
NAME-DECSN LEVELS OPTIMIM MD=9 OR GE 6
LOC 84 WIDTH 1

4. DECISIONS ARE MADE IN THIS COMMAND AT THOSE LEVELS WHERE THE MOST ADEQUATE INFORMATION IS AVAILABLE.

RECOMMENDATIONS:
Standardize all responses on attitudinal questions as per the remarks in the basic recommendations section.

VAR 0042 REF 0042 DATA SET ID-'001'
NAME-DECSN-MKRS GET INFO MD=9 OR GE 6
LOC 85 WIDTH 1

5. INFORMATION IS WIDELY SHARED IN THIS COMMAND SO THAT THOSE WHO MAKE DECISIONS HAVE ACCESS TO AVAILABLE KNOW-HOW.

VAR 0043 REF 0043 DATA SET ID-'001'
NAME-DECSN-PEO AFFID ASKED MD=9 OR GE 6
LOC 86 WIDTH 1

6. WHEN DECISIONS ARE BEING MADE, TO WHAT EXTENT ARE THE PEOPLE AFFECTED ASKED FOR THEIR IDEAS?

VAR 0044 REF 0044 DATA SET ID-'001'
NAME-MOTIV TO GIVE BEST MD=9 OR GE 6
LOC 87 WIDTH 1

7. TO WHAT EXTENT DO YOU FEEL MOTIVATED TO CONTRIBUTE YOUR BEST EFFORTS TO THE COMMAND'S MISSION AND TASKS?

VAR 0045 REF 0045
NAME-ENCOUR HARD WORK MD=9 OR GE 6
LOC 88 WIDTH 1

8. TO WHAT EXTENT ARE THERE THINGS ABOUT THIS COMMAND (PEOPLE, POLICIES, OR CONDITIONS) THAT ENCOURAGE YOU TO WORK HARD?

VAR 0046 REF 0046
NAME-RECEIVE RECOGNITION MD=9 OR GE 6
LOC 89 WIDTH 1

9. TO WHAT EXTENT DO PEOPLE WHO WORK HARD RECEIVE RECOGNITION FROM THE COMMAND?

VAR 0047 REF 0047 DATA SET ID-'001'
NAME-CMD INTER IN WELFARE MD=9 OR GE 6
LOC 90 WIDTH 1

10. TO WHAT EXTENT DOES THIS COMMAND HAVE A REAL INTEREST IN THE WELFARE AND MORALE OF ASSIGNED PERSONNEL?

VAR 0048 REF 0048 DATA SET ID-'001'
NAME-WK ACTIVITY ORGANIZED MD=9 OR GE 6
LOC 91 WIDTH 1

11. TO WHAT EXTENT ARE WORK ACTIVITIES SENSIBLY ORGANIZED IN THIS COMMAND?

VAR 0049 REF 0049 DATA SET ID-'001'
NAME-CMD HAS CLEAR GOALS MD=9 OR GE 6
LOC 92 WIDTH 1

12. THIS COMMAND HAS CLEAR-CUT, REASONABLE GOALS AND OBJECTIVES THAT CONTRIBUTE TO ITS MISSION.

VAR 0050 REF 0050 DATA SET ID-'001'
NAME-WKLOAN CONSID IN PLAN MD=9 OR GE 6
LOC 93 WIDTH 1

13. I FEEL THAT THE WORKLOAD AND TIME FACTORS ARE ADEQUATELY CONSIDERED IN PLANNING OUR WORK GROUP ASSIGNMENTS.

VAR 0051 REF 0051 DATA SET ID-'001'
NAME-HI LVLS KNOW MY NEEDS MD=9 OR GE 6
LOC 94 WIDTH 1

14. PEOPLE AT HIGHER LEVELS OF THE COMMAND ARE AWARE OF THE PROBLEMS AT YOUR LEVEL.

VAR 0052 REF 0052 DATA SET ID-'001'
NAME-SUPERVISOR FRIENDLY MD=9 OR GE6
LOC 95 WIDTH 1

15. HOW FRIENDLY AND EASY TO APPROACH IS YOUR SUPERVISOR?

VAR 0053 REF 0053 DATA SET ID-'001'
NAME-SUP PAYS ATTENTION MD=9 OR GE 6
LOC 96 WIDTH 1

16. TO WHAT EXTENT DOES YOUR SUPERVISOR PAY ATTENTION TO WHAT YOU SAY?

VAR 0054 REF 0054 DATA SET ID-'001'
NAME-SUP WILLING TO LISTEN MD=9 OR GE 6
LOC 97 WIDTH 1

17. TO WHAT EXTENT IS YOUR SUPERVISOR WILLING TO LISTEN TO YOUR PROBLEMS?

VAR 0055 REF 0055 DATA SET ID-'001'
NAME-SUP EASY TO APPROACH MD=9 OR GE 6
LOC 98 WIDTH 1

18. WHEN THINGS ARE NOT GOING AS WELL AS YOUR SUPERVISOR EXPECTS, TO WHAT EXTENT IS IT EASY TO TELL HIM/HER?

VAR 0056 REF 0056 DATA SET ID-'001'
NAME-SUP WKS OUT CINF IN W MD=9 OR GE 6
LOC 99 WIDTH 1

19. TO WHAT EXTENT DOES YOUR SUPERVISOR ATTEMPT TO WORK OUT CONFLICTS WITHIN YOUR WORK GROUP?

VAR 0057 REF 0057 DATA SET ID-'001'
NAME-SUP ENCOUR IDEA EXCHG MD=9 OR GE 6
LOC 100 WIDTH 1

20. TO WHAT EXTENT DOES YOUR SUPERVISOR ENCOURAGE THE PEOPLE IN YOUR WORK GROUP TO EXCHANGE OPINIONS AND IDEAS?

VAR 0058 REF 0058 DATA SET ID-'001'
NAME-SUP ENCOUR TEAMWORK MD=9 OR GE 6
LOC 101 WIDTH 1

21. TO WHAT EXTENT DOES YOUR SUPERVISOR ENCOURAGE THE PEOPLE IN YOUR WORK GROUP TO WORK AS A TEAM?

VAR 0059 REF 0059
NAME-STRESS A TEAM GOAL MD=9 OR GE 6
LOC 102 WIDTH 1

22. TO WHAT EXTENT DOES YOUR SUPERVISOR STRESS A TEAM GOAL?

VAR 0060 REF 0060
NAME-ENCOURAGE BEST EFFORTS MD=9 OR GE 6
LOC 103 WIDTH 1

23. TO WHAT EXTENT DOES YOUR SUPERVISOR ENCOURAGE THE MEMBERS OF YOUR WORK GROUP TO GIVE THEIR BEST EFFORTS?

VAR 0061 REF 0061
NAME-EXPECT HIGH STANDARDS MD=9 OR GE 6
LOC 104 WIDTH 1

24. TO WHAT EXTENT DOES YOUR SUPERVISOR EXPECT HIGH STANDARDS OF PERFORMANCE FROM THE MEMBERS OF YOUR WORK GROUP?

VAR 0062 REF 0062 DATA SET ID-'001'
NAME-SUP HELPS IMPROVE MD=9 OR GE 6
LOC 105 WIDTH 1

25. TO WHAT EXTENT DOES YOUR SUPERVISOR HELP YOU TO IMPROVE YOUR PERFORMANCE?

VAR 0063 REF 0063 DATA SET ID-'001'
NAME-SUP HELPS PLAN MD=9 OR GE 6
LOC 106 WIDTH 1

26. TO WHAT EXTENT DOES YOUR SUPERVISOR PROVIDE THE ASSISTANCE YOU NEED TO PLAN, ORGANIZE, AND SCHEDULE YOUR WORK AHEAD OF TIME?

VAR 0064 REF 0064 DATA SET ID-'001'
NAME-SUP OFFERS NEW IDEAS MD=9 OR GE 6
LOC 107 WIDTH 1

27. TO WHAT EXTENT DOES YOUR SUPERVISOR OFFER YOU IDEAS TO HELP SOLVE JOB RELATED PROBLEMS?

VAR 0065 REF 0065 DATA SET ID-'001'
NAME-WORK GROUP FRIENDLY MD=9 OR GE 6
LOC 108 WIDTH 1

28. HOW FRIENDLY AND EASY TO APPROACH ARE THE MEMBERS OF YOUR WORK GROUP?

VAR 0066 REF 0066 DATA SET ID-'001'
NAME-WKGP PAYS ATTN TO YOU MD=9 OR GE 6
LOC 109 WIDTH 1

29. WHEN YOU TALK WITH THE MEMBERS OF YOUR WORK GROUP, TO WHAT EXTENT DO THEY PAY ATTENTION TO WHAT YOU ARE SAYING?

VAR 0067 REF 0067 DATA SET ID-'001'
NAME-WKGP WILL LISTEN MD=9 OR GE 6
LOC 110 WIDTH 1

30. TO WHAT EXTENT ARE THE MEMBERS OF YOUR WORK GROUP WILLING TO LISTEN TO YOUR PROBLEMS?

VAR 0068 REF 0068 DATA SET ID-'001'
NAME-WKGP WORK OUT DISAGRE MD=9 OR GE 6
LOC 111 WIDTH 1

31. TO WHAT EXTENT DO MEMBERS OF YOUR WORK GROUP TAKE THE RESPONSIBILITY FOR RESOLVING DISAGREEMENTS AND WORKING OUT ACCEPTABLE SOLUTIONS?

VAR 0069 REF 0069 DATA SET ID-'001
NAME-WKGP EXCHANGES IDEAS MD=9 OR GE 6
LOC 112 WIDTH 1

32. TO WHAT EXTENT DO PEOPLE IN YOUR WORK GROUP EXCHANGE OPINIONS AND IDEAS?

VAR 0070 REF 0070 DATA SET ID-'001'
NAME-WKGP ENCOUR TEAMWORK MD=9 OR GE 6
LOC 113 WIDTH 1

33. HOW MUCH DO MEMBERS OF YOUR WORK GROUP ENCOURAGE EACH OTHER TO WORK AS A TEAM?

VAR 0071 REF 0071 DATA SET ID-'001'
NAME-WKGP EMPH TEAM GOALS MD=9 OR GE 6
LOC 114 WIDTH 1

34. HOW MUCH DO MEMBERS IN YOUR WORK GROUP STRESS A TEAM GOAL?

VAR 0072 REF 0072 DATA SET ID-'001'
NAME-WKGP ENCOURAGS EFFORT MD=9 OR GE 6
LOC 115 WIDTH 1

35. HOW MUCH DO PEOPLE IN YOUR WORK GROUP ENCOURAGE EACH OTHER TO GIVE THEIR BEST EFFORT?

VAR 0073 REF 0073 DATA SET ID-'001'
NAME-WKGP HAS HIGH STNDRDS MD=9 OR GE 6
LOC 116 WIDTH 1

36. TO WHAT EXTENT DO PEOPLE IN YOUR WORK GROUP MAINTAIN HIGH STANDARDS OF PERFORMANCE?

VAR 0074 REF 0074 DATA SET ID-'001'
NAME-WKGP HELPS IMPROVE MD=9 OR GE 6
LOC 117 WIDTH 1

37. TO WHAT EXTENT DO MEMBERS IN YOUR WORK GROUP HELP YOU FIND WAYS TO IMPROVE YOUR PERFORMANCE?

VAR 0075 REF 0075 DATA SET ID-'001'
NAME-WKGP HELPS PLAN MD=9 OR GE 6
LOC 118 WIDTH 1

38. TO WHAT EXTENT DO MEMBERS OF YOUR WORK GROUP PROVIDE THE ASSISTANCE YOU NEED TO PLAN, ORGANIZE, AND SCHEDULE YOUR WORK AHEAD OF TIME?

VAR 0076 REF 0076 DATA SET ID-'001'
NAME-WKGP OFFER NEW IDEA MD=9 OR GE 6
LOC 119 WIDTH 1

39. TO WHAT EXTENT DO MEMBERS OF YOUR WORK GROUP OFFER EACH OTHER IDEAS FOR SOLVING JOB RELATED PROBLEMS?

VAR 0077 REF 0077 DATA SET ID-'001'
NAME-WKGP PLANS, COORS MD=9 OR GE 6
LOC 120 WIDTH 1

40. TO WHAT EXTENT DOES YOUR WORK GROUP PLAN TOGETHER AND COORDINATE ITS EFFORTS?

VAR 0078 REF 0078 DATA SET ID-'001'
NAME-CONID, TRUST IN WKGP MD=9 OR GE 6
LOC 121 WIDTH 1

41. TO WHAT EXTENT DO YOU HAVE CONFIDENCE AND TRUST IN THE MEMBERS OF YOUR WORK GROUP?

VAR 0079 REF 0079 DATA SET ID-'001'
NAME-WKGP SHARES INFORMATN MD=9 OR GE 6
LOC 122 WIDTH 1

42. TO WHAT EXTENT IS INFORMATION ABOUT IMPORTANT EVENTS WIDELY EXCHANGED WITHIN YOUR WORK GROUP?

VAR 0080 REF 0080 DATA SET ID-'001'
NAME-WKGP MAKES GOOD DECNS MD=9 OR GE 6
LOC 123 WIDTH 1

43. TO WHAT EXTENT DOES YOUR WORK GROUP MAKE GOOD DECISIONS AND SOLVE PROBLEMS WELL?

VAR 0081 REF 0081 DATA SET ID-'001'
NAME-WKGP HANDLES EMERGENS MD=9 OR GE 6
LOC 124 WIDTH 1

44. TO WHAT EXTENT HAS YOUR WORK GROUP BEEN ADEQUATELY TRAINED TO HANDLE EMERGENCY SITUATIONS?

* NOT ON SHORE SURVEY

VAR 0082 REF 0082 DATA SET ID-'001'
NAME-WKGP DOES WEL IN EMER MD=9 OR GE 6
LOC 125 WIDTH 1

45. TO WHAT EXTENT DOES YOUR WORK GROUP PERFORM EFFECTIVELY UNDER PRESSURE OR IN EMERGENCY SITUATIONS?

* NOT ON SHORE SURVEY

VAR 0083 REF 0083 DATA SET ID-'001'
NAME-WKGP MEETS DAILY MISS MD=9 OR GE 6
LOC 126 WIDTH 1

46. TO WHAT EXTENT CAN YOUR WORK GROUP EFFECTIVELY MEET DAY TO DAY MISSION REQUIREMENTS?

* NOT ON SHORE SURVEY

VAR 0084 REF 0084 DATA SET ID-'001
NAME-WKGP HAS NAVY ETIQUET MD=9 OR GE 6
LOC 127 WIDTH 1

47. TO WHAT EXTENT DO MEMBERS OF YOUR WORK GROUP MAINTAIN NAVY STANDARDS OF MILITARY COURTESY, APPEARANCE, AND GROOMING?

VAR 0085 REF 0085 DATA SET ID-'001'
NAME-WKGP MAINT DISCIPLINE MD=9 OR GE 6
LOC 128 WIDTH 1

48. TO WHAT EXTENT ARE NAVY STANDARDS OF ORDER AND DISCIPLINE MAINTAINED WITHIN YOUR WORK GROUP?

VAR 0086 REF 0086 DATA SET ID-'001'
NAME-CMD GETS U MEET NEEDS MD=9 OR GE 6
LOC 129 WIDTH 1

49. TO WHAT EXTENT IS YOUR COMMAND EFFECTIVE IN GETTING YOU TO MEET ITS NEEDS AND CONTRIBUTE TO ITS EFFECTIVENESS?

VAR 0087 REF 0087 DATA SET ID-'001'
NAME-CMD MEETS YOUR NEEDS MD=9 OR GE 6
LOC 130 WIDTH 1

50. TO WHAT EXTENT DOES YOUR COMMAND DO A GOOD JOB OF MEETING YOUR NEEDS AS AN INDIVIDUAL?

VAR 0088 REF 0088 DATA SET ID-'001'
NAME-SATISFCTN WITH WKGP MD=9 OR GE 6
LOC 131 WIDTH 1

51. ALL IN ALL, HOW SATISFIED ARE YOU WITH THE PEOPLE IN YOUR WORK GROUP?

VAR 0089 REF 0089 DATA SET ID-'001'
NAME-SATISFCTN WITH SUP MD=9 OR GE 6
LOC 132 WIDTH 1

52. ALL IN ALL, HOW SATISFIED ARE YOU WITH YOUR SUPERVISOR?

VAR 0090 REF 0090 DATA SET ID-'001'
NAME-SATISFCTN WITH CMD MD=9 OR GE 6
LOC 133 WIDTH 1

53. ALL IN ALL, HOW SATISFIED ARE YOU WITH THIS COMMAND?

VAR 0091 REF 0091 DATA SET ID-'001'
NAME-SATISFCTN WITH JOB MD=9 OR GE 6
LOC 134 WIDTH 1

54. ALL IN ALL, HOW SATISFIED ARE YOU WITH YOUR JOB?

VAR 0092 REF 0092 DATA SET ID-'001'
NAME-SATISFIED PROG NOW MD=9 OR GE 6
LOC 135 WIDTH 1

55. ALL IN ALL, HOW SATISFIED DO YOU FEEL WITH THE PROGRESS YOU HAVE MADE IN THE NAVY, UP TO NOW?

VAR 0093 REF 0093 DATA SET ID-'001'
NAME-SATISFIED PROG FUTURE MD=9 OR GE 6
LOC 136 WIDTH 1

56. HOW SATISFIED DO YOU FEEL WITH YOUR CHANCES FOR GETTING AHEAD IN THE NAVY IN THE FUTURE?

VAR 0094 REF 0094 DATA SET ID-'001'
NAME-PRIDE IN WORK MD=9 OR GE 6
LOC 137 WIDTH 1

57. DOES YOUR ASSIGNED WORK GIVE YOU PRIDE AND FEELINGS OF SELF-WORTH?

VAR 0095 REF 0095 DATA SET ID-'001'
NAME-JOB CONTRIB TO CAREER MD=9 OR GE 6
LOC 138 WIDTH 1

58. DO YOU REGARD YOUR DUTIES IN THIS COMMAND AS HELPING YOUR CAREER?

VAR 0096 REF 0096 DATA SET ID-'001'
NAME-LOW LEV SUP INFL DEPT MD=9 OR GE 6
LOC 139 WIDTH 1

59. TO WHAT EXTENT DO LOWEST LEVEL SUPERVISORS INFLUENCE WHAT GOES ON IN YOUR DEPARTMENT?

VAR 0097 REF 0097 DATA SET ID-'001'
NAME-NON-SUP INFLU YR DEPT MD=9 OR GE 6
LOC 140 WIDTH 1

60. TO WHAT EXTENT DO NON-SUPERVISORY PERSONNEL INFLUENCE WHAT GOES ON IN YOUR DEPARTMENT?

VAR 0098 REF 0098 DATA SET ID-'001'
NAME-ADEQUATELY TRAINED MD=9 OR GE 6
LOC 141 WIDTH 1

61. TO WHAT EXTENT IS THIS COMMAND ADEQUATELY TRAINING YOU TO PERFORM YOUR ASSIGNED TASKS?

VAR 0099 REF 0099 DATA SET ID-'001'
NAME-TRAIND TO ACPT LEADRS MD=9 OR GE 6
LOC 142 WIDTH 1

62. TO WHAT EXTENT IS THIS COMMAND TRAINING YOU TO ACCEPT INCREASED LEADERSHIP RESPONSIBILITY?

VAR 0100 REF 0100 DATA SET ID-'001'
NAME-TRAIND TO ACPT TECH R MD=9 OR GE 6
LOC 143 WIDTH 1

63. TO WHAT EXTENT IS THIS COMMAND TRAINING YOU TO ACCEPT INCREASED TECHNICAL RESPONSIBILITY?

VAR 0101 REF 0101
NAME-REPORT DISCRIMINATION MD=9 OR GE 6
LOC 144 WIDTH 1

64. TO WHAT EXTENT DO YOU FEEL FREE TO REPORT ANY RACIAL/ETHNIC DISCRIMINATION IN THIS COMMAND THROUGH PROPER CHANNELS?

VAR 0102 REF 0102 DATA SET ID-'001'
NAME-EQ OPP ADVANCEMENT MD= 9 OR GE 6
LOC 145 WIDTH 1

65. TO WHAT EXTENT DOES THIS COMMAND ENSURE THAT YOU HAVE EQUAL OPPORTUNITY FOR ADVANCEMENT IN RATE/RANK?

VAR 0103 REF 0103 DATA SET ID-'001'
NAME-EQ OPP JOB ASSIGNMT MD=9 OR GE 6
LOC 146 WIDTH 1

66. TO WHAT EXTENT DOES THIS COMMAND ENSURE THAT YOU HAVE EQUAL OPPORTUNITY FOR JOB ASSIGNMENT?

VAR 0104 REF 0104 DATA SET ID-'001'
NAME-REPT SEX DISCRIM MD=9 OR GE 6
LOC 147 WIDTH 1

67. TO WHAT EXTENT DO YOU FEEL FREE TO REPORT ANY SEX DISCRIMINATION IN THIS COMMAND THROUGH PROPER CHANNELS?

VAR 0105 REF 0105 DATA SET ID-'001'
NAME-EQ OP EDUC TRAING MD=9 OR GE 6
LOC 148 WIDTH 1

68. TO WHAT EXTENT DOES THIS COMMAND ENSURE THAT YOU HAVE EQUAL OPPORTUNITY FOR EDUCATION AND TRAINING?

VAR 0106 REF 0106 DATA SET ID-'001'
NAME-EQ OPP PERFORMCE EVAL MD=9 OR GE 6
LOC 149 WIDTH 1

69. TO WHAT EXTENT DOES THIS COMMAND ENSURE THAT YOU RECEIVE A FAIR AND OBJECTIVE PERFORMANCE EVALUATION?

VAR 0107 REF 0107
NAME-ACTION ETHNIC ISSUES MD=9 OR GE 6
LOC 150 WIDTH 1

70. TO WHAT EXTENT IS YOUR CHAIN OF COMMAND WILLING TO TAKE ACTION ON KNOWN OR ALLEGED RACIAL/ETHNIC ISSUES?

VAR 0108 REF 0108 DATA SET ID-'001'
NAME-MILITARY JUSTICE FAIR MD=9 OR GE 6
LOC 151 WIDTH 1

71. TO WHAT EXTENT IS MILITARY JUSTICE ADMINISTERED FAIRLY THROUGHOUT THIS COMMAND?

VAR 0109 REF 0109
NAME-GRIEV PROCS PUBLICIZ MD=9 OR GE 6
LOC 152 WIDTH 1

72. TO WHAT EXTENT ARE GRIEVANCES AND REDRESS PROCEDURES AVAILABLE AND WELL PUBLICIZED IN THIS COMMAND?

VAR 0110 REF 0110 DATA SET ID-'001'
NAME-WK ASSIGNTS MADE FAIR MD=9 OR GE 6
LOC 153 WIDTH 1

73. IN THIS COMMAND WORK ASSIGNMENTS ARE FAIRLY MADE.

VAR 0111 REF 0111 DATA SET ID-'001'
NAME-DISCOURAGE FAVORTISM MD=9 OR GE 6
LOC 154 WIDTH 1

74. PEOPLE IN THIS COMMAND DISCOURAGE FAVORTISM.

VAR 0112 REF 0112
NAME-ACTN AGAINST SX DISC MD=9 OR GE 6
LOC 155 WIDTH 1

75. TO WHAT EXTENT IS YOUR CHAIN OF COMMAND WILLING TO TAKE ACTION ON KNOWN OR ALLEGED SEX DISCRIMINATION ISSUES?

VAR 0113 REF 0113
NAME-AFFIRM ACTION MD=9 OR GE 6
LOC 156 WIDTH 1

76. TO WHAT EXTENT ARE CURRENT EQUAL OPPORTUNITY ISSUES BEING ADDRESSED IN THIS COMMAND'S AFFIRMATIVE ACTION PLANN (AAP)?

VAR 0114 REF 0114
NAME-DRUG ABUSE PREV PROG MD=9 OR GE 6
LOC 157 WIDTH 1

77. TO WHAT EXTENT DOES THIS COMMAND HAVE AN EFFECTIVE DRUG ABUSE PROGRAM?

VAR 0115 REF 0115 DATA SET ID-'001'
NAME-DISCOURG DRUG ABUSE MD=9 OR GE 6
LOC 158 WIDTH 1

78. TO WHAT EXTENT DO MEMBERS OF YOUR WORK GROUP DISCOURAGE DRUG ABUSE?

VAR 0116 REF 0116
NAME-DRUG PROB IN WKGP MD=9 OR GE 6
LOC 159 WIDTH 1

79. TO WHAT EXTENT WOULD YOU FEEL FREE TO TALK TO YOUR SUPERVISOR ABOUT A DRUG PROBLEM IN YOUR WORK GROUP?

VAR 0117 REF 0117
NAME-DRUG OR ALCOHOL PROB MD=9 OR GE 6
LOC 160 WIDTH 1

80. TO WHAT EXTENT IS THE PERFORMANCE OF YOUR WORK GROUP AFFECTED BY DRUG AND/OR ALCOHOL RELATED PROBLEMS?

VAR 0118 REF 0118 DATA SET ID-'001'
NAME-CD TEL SUP RE ALCOHOL MD=9 OR GE 6
LOC 161 WIDTH 1

81. TO WHAT EXTENT WOULD YOU FEEL FREE TO TALK TO YOUR SUPERVISOR ABOUT AN ALCOHOLIC PROBLEM IN YOUR WORK GROUP?

VAR 0119 REF 0119
NAME-NON-USE ALCOHOL MD=9 OR GE 6
LOC 162 WIDTH 1

82. TO WHAT EXTENT DOES THE COMMAND PROGRAM PROMOTE THE RESPONSIBLE USE OR THE NON-USE OF ALCOHOLIC BEVERAGES?

VAR 0120 REF 0120 DATA SET ID-'001'
NAME-PRESSURE TO DRINK MD=9 OR GE 6
LOC 163 WIDTH 1

83. TO WHAT EXTENT DO MEMBERS OF YOUR WORK GROUP DISCOURAGE THE ABUSE OF ALCOHOLIC BEVERAGES?

VAR 0121 REF 0121
NAME-ALTERN TO ALCOHOL MD=9 OR GE 6
LOC 164 WIDTH 1

84. TO WHAT EXTENT DO THE SOCIAL ACTIVITIES OF THIS COMMAND INCLUDE ALTERNATIVES TO THE USE OF ALCOHOL?

VAR 0122 REF 0122 DATA SET ID-'COR'
NAME-ROLE AS REP U.S. OVS MD=9
LOC 165 WIDTH 1

85. TO WHAT EXTENT DO YOU UNDERSTAND YOUR PERSONAL ROLE AS A REPRESENTATIVE OF THE U.S. WHEN OVERSEAS?

* NOT ON SHORE SURVEY

VAR 0123 REF 0123
NAME-VISITING FOREIGN COUNTRI MD=9 OR GE 6
LOC 166 WIDTH 1

86. TO WHAT EXTENT DO YOU LOOK FORWARD TO VISITING FOREIGN COUNTRIES?

* NOT ON SHORE SURVEY

VAR 0124 REF 0124
NAME-ASSIST LIVE IN AREA MD=9 OR GE 6
LOC 167 WIDTH 1

87. TO WHAT EXTENT HAS THIS COMMAND PROVIDED INFORMATION TO ASSIST YOU AND/OR YOUR FAMILY TO LIVE IN THIS AREA?

VAR 0125 REF 0125
NAME-NEW PEOPLE INTEGRATED MD=9 OR GE 6
LOC 168 WIDTH 1

88. TO WHAT EXTENT ARE NEWLY REPORTED PERSONNEL QUICKLY INTEGRATED INTO THE ACTIVITIES AND WORK OF THIS COMMAND?

VAR 0126 REF 0126
NAME-ENDLESSLY REFERRED MD=9 OR GE 6
LOC 169 WIDTH 1

44. TO WHAT EXTENT DO YOU GET ENDLESSLY REFERRED FROM PERSON TO PERSON WHEN YOU NEED HELP?

* ON SHORE SURVEY ONLY

VAR 0127 REF 0127
NAME-AMT OF RED TAPE MD=9 OR GE 6
LOC 170 WIDTH 1

45. TO WHAT EXTENT DO YOU HAVE TO GO THROUGH A LOT OF RED TAPE TO GET THINGS DONE?

* ON SHORE SURVEY ONLY

VAR 0128 REF 0128
NAME-DO NOT GET HEMMED IN MD=9 OR GE 6
LOC 171 WIDTH 1

46. TO WHAT EXTENT DO YOU GET HEMMED IN BY LONG-STANDING RULES AND REGULATIONS THAT NO ONE SEEMS TO BE ABLE TO EXPLAIN?

* ON SHORE SURVEY ONLY

VAR 0129 REF 0129
NAME-MIL CIV COOPERATION MD=9 OR GE 6
LOC 172 WIDTH 1

85. TO WHAT EXTENT DO MILITARY AND CIVILIAN PERSONNEL WORK COOPERATIVELY TOGETHER TO ACCOMPLISH THE GOALS OF THIS ORGANIZATION?

* ON SHORE SURVEY ONLY

VAR 0130 REF 0130
NAME-MIL CIV AUTHOR CLEAR MD=9 OR GE 6
LOC 173 WIDTH 1

86. TO WHAT EXTENT ARE THE LINES OF AUTHORITY BETWEEN CIVILIANS AND MILITARY PERSONNEL CLEARLY UNDERSTOOD IN THIS ORGANIZATION?

* ON SHORE SURVEY ONLY

VAR 0131 REF 0131
NAME-COMMUNICATIONS FLOW MD=999 OR GE 501
LOC 174 WIDTH 3 2 DEC PLACE(S)

MEAN OF QUES. 1, 2, & 3

VAR 0132 REF 0132
NAME-DECISION MAKING MD=999 OR GE 501
LOC 177 WIDTH 3 2 DEC PLACE(S)

VAR 0133 REF 0133
NAME-MOTIVATION MD=999 OR GE 501
LOC 180 WIDTH 3 2 DEC PLACE(S)

MEAN OF QUES. 7, 8, & 9

VAR 0134 REF 0134
NAME-HUMAN RESOURCE EMPH MD=999 OR GE 501
LOC 183 WIDTH 3 2 DEC PLACE(S)

MEAN OF QUES. 10, 11, 12, 13, & 14

VAR 0135 REF 0135
NAME-SUPERVISORY SUPPORT MD=999 OR GE 501
LOC 186 WIDTH 3 2 DEC PLACE(S)

MEAN OF QUES. 15, 16, 17, & 18

VAR 0136 REF 0136
NAME-SUPERVISORY TEAM COORD MD=999 OR GE 501
LOC 189 WIDTH 3 2 DEC PLACE(S)

MEAN OF QUES. 19 & 20

VAR 0137 REF 0137
NAME-SUPERVISORY TEAM EMPH MD=999 OR GE 501
LOC 192 WIDTH 3 2 DEC PLACE(S)

MEAN OF QUES. 21 & 22

VAR 0138 REF 0138
NAME-SUPERVISORY GOAL EMPH MD=999 OR GE 501
LOC 195 WIDTH 3 2 DEC PLACE(S)

MEAN OF QUES. 23 & 24

VAR 0139 REF 0139
NAME-SUPERVISORY WORK FACIL MD=999 OR GE 501
LOC 198 WIDTH 3 2 DEC PLACE(S)

MEAN OF QUES. 25, 26 & 27

VAR 140 REF 0140
NAME-PEER SUPPORT MD=999 OR GE 501
LOC 201 WIDTH 3 2 DEC PLACE(S)

MEAN OF QUES. 28, 29 & 30

VAR 0141 REF 0141
NAME-PEER COORDINATION MD=999 OR GE 501
LOC 204 WIDTH 3 2 DEC PLACE(S)

MEAN OF QUES. 31 & 32

VAR 0142 REF 0142
NAME-PEER TEAM EMPH MD=999 OR GE 501
LOC 207 WIDTH 3 2 DEC PLACE(S)

MEAN OF QUES. 33 & 34

VAR 0143 REF 0143
NAME-PEER GOALS EMPH MD=999 OR GE 501
LOC 210 WIDTH 3 2 DEC PLACE(S)

MEAN OF QUES. 35 & 36

VAR 0144 REF 0144
NAME-PEER WORK FACIL MD=999 OR GE 501
LOC 213 WIDTH 3 2 DEC PLACE(S)

MEAN OF QUES. 37, 38 & 39

VAR 0145 REF 0145
NAME-WORK GP COORD MD=999 OR GE 501
LOC 216 WIDTH 3 2 DEC PLACE(S)

MEAN OF QUES. 40, 41, 42 & 43

VAR 0146 REF 0146
NAME-WORK GP READINESS MD=999 OR GE 501
LOC 219 WIDTH 3 2 DEC PLACE(S)

MENA OF QUES. 44, 45 & 46

VAR 0147 REF 0147
NAME-WORK GP DISCIPLINE MD=999 OR GE 501
LOC 222 WIDTH 3 2 DEC PLACE(S)

MEAN OF QUES. 47 & 48

VAR 0148 REF 0148
NAME-N18 INTGR MEN&MISSION MD=999
LOC 225 WIDTH 3 2 DEC PLACE(S)

MEAN OF QUES. 49 & 50

IF QUES 49 LESS THAN OR EQUAL TO QUES 50 THEN:

N18 = (Q49/Q50) X ((Q49 + Q50)/2)

IF QUES 49 GREATER THAN QUES 50 THEN:

N18 = (Q49/Q50) X ((Q49 + Q50)/2)

VAR 0149 REF 0149
NAME-SATISFACTION MD=999 OR GE 501
LOC 228 WIDTH 3 2 DEC PLACE(S)

MEAN OF QUES. 51, 52, 53, 54, 55, 56, 57 & 58

VAR 0150 REF 0150
NAME-LOWER LEVEL INFLU MD=999 OR GE 501
LOC 231 WIDTH 3 2 DEC PLACE(S)

MEAN OF QUES. 59 & 60

VAR 0151 REF 0151
NAME-TRAINING MD=999 OR GE 501
LOC 234 WIDTH 3 2 DEC PLACE(S)

MEAN OF QUES. 61, 62 & 63

VAR 0152 REF 0152
NAME-EQUAL OPPORTUNITY MD=999 OR GE 501
LOC 237 WIDTH 3 2 DEC PLACE(S)

MEAN OF QUES. 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75 & 76

VAR 0153 REF 0153
NAME-DRUG ABUSE & ALCOH PREV MD=999 OR GE 501
LOC 240 WIDTH 3 2 DEC PLACE(S)

MEAN OF QUES. 77, 78, 79, 80, 81, 82, 83 & 84

VAR 0154 REF 0154
NAME-OVERSEAS DIPLOMACY MD=999 OR GE 501
LOC 243 WIDTH 3 2 DEC PLACE(S)

MEAN OF QUES. 85 & 86

VAR 0155 REF 0155
NAME-GENERAL (SEA) MD=999 OR GE 501
LOC 246 WIDTH 3 2 DEC PLACE(S)

MEAN OF QUES. 87 & 88

VAR 0156 REF 0156
NAME-BUREAUCRATIC PRACTICES MD=999 OR GE 501
LOC 249 WIDTH 3 2 DEC PLACE(S)

MEAN OF QUES. 44, 45 & 46 ON SHORE SURVEY ONLY

VAR 0157 REF 0157
NAME-GENERAL (SHORE) MD=999 OR GE 501
LOC 252 WIDTH 3 2 DEC PLACE(S)

MEAN OF QUES. 85 & 86 (ON SHORE SURVEY ONLY) AND QUES. 87 & 88

VAR 0158 REF 0158
NAME-SUM COMM FLOW MD=99 OR GE 16
LOC 255 WIDTH 2

SUM OF QUES. 1, 2 & 3

VAR 0159 REF 0159
NAME-SUM DECISION MAKING MD=99
LOC 257 WIDTH 2

SUM OF QUES. 4, 5 & 6

VAR 0160 REF 0160
NAME-SUM MOTIVATION MD=99 OR GE 16
LOC 259 WIDTH 2

SUM OF QUES. 7, 8 & 9

VAR 0161 REF 0161
NAME-SUM HUMAN RESOURCE EMPH MD=99 OR GE 26
LOC 261 WIDTH 2

SUM OF QUES. 10, 11, 12, 13 & 14

VAR 0162 REF 0162
NAME-SUM SUP SUPPORT MD=99
LOC 263 WIDTH 2

SUM OF QUES. 15, 16, 17 & 18

VAR 0163 REF 0163
NAME-SUM SUP TEAM COORD MD=99 OR GE 11
LOC 265 WIDTH 2

SUM OF QUES. 19 & 20

VAR 0164 REF 0164
NAME-SUM SUP TEAM EMPH MD=99 OR GE 11
LOC 267 WIDTH 2

SUM OF QUES. 21 & 22

VAR 0165 REF 0165
NAME-SUM SUP GOAL EMPH MD=99 OR GE 11
LOC 269 WIDTH 2

SUM OF QUES. 23 & 24

VAR 0166 REF 0166
NAME-SUM SUP WORK FACIL MD=99
LOC 271 WIDTH 2

SUM OF QUES. 25, 26 & 27

VAR 0167 REF 0167
NAME-SUM PEER SUPPORT MD=99
LOC 273 WIDTH 2

SUM OF QUES. 28, 29 & 30

VAR 0168 REF 0168
NAME-SUM PEER COORD MD=99 OR GE 11
LOC 275 WIDTH 2

SUM OF QUES. 31 & 32

VAR 0169 REF 0169
NAME-SUM PEER TEAM EMPH MD=99 OR GE 11
LOC 277 WIDTH 2

SUM OF QUES. 33 & 34

VAR 0170 REF 0170
NAME-SUM PEER GOAL EMPH MD=99 OR GE 11
LOC 279 WIDTH 2

SUM OF QUES. 35 & 36

VAR 0171 REF 0171
NAME-SUM PEER WORK FACIL MD=99 OR GE 16
LOC 281 WIDTH 2

SUM OF QUES. 37, 38 & 39

II. HUMAN RESOURCE MANAGEMENT SURVEY SUPPLEMENT

PREFACE

The following questions can be used to augment the coverage of the basic survey in areas of specific interest to the individual command, and to provide standardized, statistically significant inputs for decisions affecting tactical readiness, resource allocation, and management procedures throughout the U.S. Navy. The latter application represents a long term, organization wide effort to reduce the external pressures and misunderstandings which make organizational development on the unit level difficult to sustain.

The confidentiality of the HRM Survey System provides individuals at all levels with a unique means of expressing their opinions on substantive concerns.

The Joint Administration of the Basic Survey and the Supplementals enables researchers to correlate demographics and specific question responses using techniques that would be invalid if composite HRM Survey results were compared with results of an independent study based on a separate questionnaire.

The data storage and retrieval capability inherent in the HRM System provides researchers with an existing source of information on the status and attitudes of Fleet personnel, precluding the need for frequent "Special Interest" Surveys, the results of which are typically based on smaller samples than might be associated with those contacted through the

HRM System and which are often forgotten due to their narrow scope and lack of institutional support.

Finally, since NPRDC San Diego can promulgate new supplemental items as necessary based on recommendations from the HRM System, the Supplemental Questions can provide the flexibility necessary to respond to emerging issues like retention, LMET results, or women in the military in a timely manner.

HUMAN RESOURCE MANAGEMENT SURVEY SUPPLEMENTALS
FEBRUARY 1980 REVISION
WITH ADDITIONS PROPOSED BY THE AUTHOR OF THIS THESIS

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Notes:

1. The numbers in parenthesis following some of the items refer to the numbers identifying the questions in the previous listing of supplementals unless specific mention is made to the effect that the item came from the previous basic survey.
2. Minor revisions which do not change the meaning of the question or reverse the logic of an answer are acceptable, for example substituting the term "command" for "organization".
3. Circle newly developed supplemental questions you recommend for system use when you transmit your data to NPRDC. NPRDC will review all the recommended items and promulgate those to be incorporated into the system with serial numbers.
4. Changes proposed by the author of this thesis are preceeded by an asterisk (*).

MISSION READINESS 150-200

150 In view of your own and foreign tactics and systems, to what extent are you confident in your unit's ability to carry out its various combat missions while deployed/on patrol (Modified 257).

151 In view of your own and foreign tactics and systems, to what extent are you confident in your unit's readiness for strategic warfare while deployed/on patrol?

152 In view of your own and foreign tactics and systems, to what extent are you confident in your unit's readiness for anti-submarine warfare while deployed/on patrol?

153 In view of your own and foreign tactics and systems, to what extent are you confident in your unit's readiness for anti-aircraft/anti-missile defense while deployed?

154 In view of your own and foreign tactics and systems, to what extent are you confident in your unit's readiness for anti-ship operations while deployed/on patrol?

155 In view of your own and foreign tactics and systems, to what extent are you confident in your unit's readiness for amphibious operations while deployed?

156 In view of your own and foreign tactics and systems, to what extent are you confident in your unit's readiness for mine warfare while deployed?

157 In view of your own and foreign tactics and systems, to what extent are you confident in your unit's readiness for gunfire support operations while deployed?

158 In view of your own and foreign tactics and systems, to what extent are you confident in your unit's readiness for tactical air support operations while deployed?

159 In view of your own and foreign tactics and systems, to what extent are you confident in your unit's readiness for air defense operations while deployed?

160 In view of your own and foreign tactics and systems, to what extent are you confident in your unit's readiness for special warfare (UDT/SEAL) operations while deployed?

161 In view of your own and foreign tactics and systems, to what extent are you confident in your unit's readiness for intelligence collection operations?

162 In view of your own and foreign tactics and systems, to what extent are you confident in your unit's readiness for electronic warfare operations while deployed?

163 In view of your own and foreign tactics and systems, to what extent are you confident in your unit's readiness for reconaissance operations?

164 In view of your own and foreign tactics and systems, to what extent are you confident in your unit's readiness for conducting wartime support operations?

165 To what extent are you confident that your organization is producing material which effectively contributes to national military needs?

*166 In view of your own and foreign tactics, systems, and numbers of troops, to what extent are you confident in your unit's readiness for amphibious infantry operations?

*167 In view of your own and foreign tactics, systems, and numbers of weapons, to what extent are you confident in your unit's readiness for artillery operations?

*168 In view of your own and foreign tactics and systems, to what extent are you confident in your unit's readiness for helicopter gunship/trooplift operations?

* The phrase "In view of your own and foreign tactics and systems" was added to the approved format to avoid a reflex action in which the respondent compares his unit's readiness to that of similar U.S. units he is familiar with as opposed to considering how well his unit might actually perform in combat. The phrase "while deployed/on patrol" was added to avoid confusion on the respondent's frame of reference. The question is intended to refer to circumstances in which the respondent's unit is at the highest state of readiness in its operating cycle, not when it might have equipment disassembled for maintenance or an untrained crew.

Questions 166-168 are additions since the February 1980 Revision was endorsed.

TRAINING/EDUCATION 201-250

201 To what extent do the targets used in live firing exercises realistically simulate the threat maneuvers you'd anticipate in a war at sea?

202 To what extent do you feel confident in your watch section's ability to defend against surprise attacks underway?

203 To what extent do you feel confident in your watch section's ability to cope with a major engineering casualty underway?

204 To what extent do you feel confident in your watch section's ability to get the ship underway?

205 To what extent do you feel confident in your watch section's ability to control fire or flooding?

206 To what extent do you feel confident in your watch section's ability to prevent penetration into a high security area?

207 To what extent are the watchstanders in your watch section qualified for their in-port watch assignments? (Modified 311)

208 To what extent are the watchstanders in your watch section qualified for their underway watch assignments? (Modified 311)

209 To what extent are the personnel in your work center qualified for routine maintenance checks?

210 To what extent are the personnel in your work center qualified for equipment casualty correction?

211 To what extent did your formal schools prepare you for your present job?

212 To what extent do fleet exercises employ the tactics and simulate the threats you would expect in the event of a war at sea?

213 To what extent do you feel confident that your watch section could perform as well as it does in exercises under actual crisis conditions?

214 To what extent do in-port duty section drills realistically simulate emergency conditions?

215 To what extent does this organization ensure that you have equal opportunity for education and training? (68 from basic survey)

216 To what extent does the PQS Program contribute to genuine professional growth?

217 To what extent are you cross trained for other stations in your in-port watch section's emergency response teams?

218 To what extent are you cross trained for other stations in your underway condition steaming watch?

219 To what extent are you well informed regarding the tactics and weapons likely to be employed in a war at sea?

220 To what extent are the skills or knowledge requirements itemized in qualification standards realistically demonstrated prior to being "signed-off"?

221 To what extent are you confident in your ability to operate common damage control equipment such as pumps, firefighting apparatus, and breathing aids without coaching by a qualified technician?

222 To what extent are you confident you could locate and activate installed shipboard damage control equipment such as pumps, CO_2 systems, eductors, and magazine sprinkler systems?

223 To what extent are you familiar with the firefighting equipment and emergency evacuation routes associated with your workspace?

224 To what extent are you familiar with the location and operation of shipboard lifesaving equipment such as liferafts, stretchers, and lifejackets?

225 To what extent are you confident in your ability to render first aid for shock, bleeding, and fractures without coaching by a qualified medical authority?

226 To what extent are you confident in your ability to handle aircraft emergencies?

227 To what extent are you confident in your ability to handle reactor emergencies?

228 To what extent are you confident in your ability to handle propulsion plant emergencies?

229 To what extent are you confident in your ability to engage enemy units despite electronic countermeasures?

230 To what extent are you confident in your ability to administer artificial respiration?

231 To what extent are you confident in your ability to assist individuals who are receiving an electrical shock?

*232 To what extent are you confident in your ability to properly challenge an intruder into a security area?

*233 To what extent are you confident in your ability to deliver timely and accurate small arms fire?

*234 To what extent are you confident in your ability to operate target detection/target identification/ target designation/fire control/gun or launcher equipment quickly and accurately enough to counter surprise attack situations from a condition watch status?

(Reply with respect to the system(s) you are responsible for controlling)

*235 To what extent are you confident in your ability to operate target detection/target identification/target designation/fire control/gun or launcher equipment quickly and accurately enough to counter surprise attack situations when fully manned and alert for hostile action?

(Reply with respect to the system(s) you are responsible for controlling)

*236 To what extent are you confident in your ability to recognize and act on hostile electromagnetic/acoustic/ infrared emissions rapidly enough to carry out your combat mission?

(Reply with respect to the system(s) you are responsible for controlling)

*237 To what extent does your training cycle include exercises conducted under adverse weather, electromagnetic, acoustic, and/or mutual interference between friendly units conditions?

(Reply with respect to the exercised conducted in your area of responsibility)

MATERIAL READINESS 251-300

251 To what extent was your work center's equipment designed to meet wartime requirements?

252 To what extent is your equipment adequately supported with onboard spare parts?

253 To what extent is your equipment adequately supported with test equipment?

254 To what extent are your PMS/3M maintenance action cards easy to read?

255 To what extent are adequate tools available for maintenance purposes?

256 To what extent does the 3M/PMS program aid in your work group's maintenance effort?

257 To what extent are you satisfied that the technical/ maintenance documentation on your equipment is well organized, accessable, accurate, and complete?

258 To what extent are your maintenance publications easy to read?

259 To what extent are you satisfied with the amount of undisturbed maintenance time available to work on your equipment?

260 To what extent are you satisfied that your equipment offers a reasonable return for the maintenance effort required to maintain it?

*261 To what extent are you confident that your sensors will detect targets at ranges sufficient enough to permit successful accomplishment of your unit's tactical objectives/self defense?

*262 To what extent are you confident that your target identification/IFF system will discriminate between friendly and hostile contacts quickly enough to permit successful accomplishment of your unit's tactical objectives/self defense?

*263 To what extent are you confident that your fire control and target designation systems will be accurate enough to destroy the types of targets you'd anticipate in wartime situations?

*264 To what extent are you confident that your fire control and target designation systems will react quickly enough to destroy the types of targets you'd anticipate in wartime condition watch/patrol situations?

*265 To what extent are you confident that your weapons and sensors can cope with the numbers of simultaneous threats you think your unit would be likely to encounter in wartime based on your knowledge of foreign systems and tactics?

*266 To what extent are you confident that your communications for command and control would be free from enemy jamming and deception efforts in wartime?

*267 To what extent are you confident that your fire control and weapons systems would operate normally despite electronic/acoustic/infrared countermeasures in wartime?

*268 To what extent are you confident in the self guidance/ homing features of your ordnance?

*269 to What extent are you confident in the accuracy and reliability of your weapon's fuzing system?

GENERAL ADMINISTRATION 301-350

301 To what extent are you satisfied with your command's watch assignment policy (310)

302 To what extent are you satisfied with your organization's work assignment policy (310 modified)

303 To what extent are you satisfied with your command's liberty policy?

304 To what extent are you satisfied with your organization's working hours?

305 To what extent are you satisfied with your organization's leave policy?

306 To what extent does this organization have an effective check-in program for new personnel (142 modified)

307 To what extent does this organization have an effective program for indoctrinating new personnel on procedures, facilities, and objectives? (141 modified)

308 To what extent do you feel that something constructive will result from the findings of this survey (305)

309 To what extent has this command helped prepare you and your family for deployment? (126)

COMMUNICATIONS/REQUEST PROCESSING 351-400

351 To what extent have the familygrams and the command's direct communications with your family been worthwhile? (125)

352 To what extent are you given sufficient information on future evolutions requiring additional work or preparation? (047 modified)

353 To what extent do you feel well advised, within reason, about your organization's future operating schedule? (044)

354 To what extent does this organization keep you informed of its mission accomplishments? (042)

355 To what extent do events occur as scheduled in the Plan of the Day? (029 modified)

356 To what extent do you read the Plan of the Day? (030)

357 To what extent is the information provided in the Plan of the Day adequate for your needs? (028)

358 To what extent do you feel you have access to the Commanding Officer if necessary?(146 modified)

359 To what extent do you feel you have access to your department head if necessary? (153 modified)

360 To what extent are you satisfied with the command's open door policy? (045)

361 To what extent do you feel free to submit a complaint, grievance, or appeal without it being held against you? (035)

362 To what extent do you feel your supervisor "hears" what you are saying? (040)

363 To what extent is "Captain's Call" effective in this command? (033)

364 How effective is "Quarters" as a means of communication in this command? (034)

365 To what extent do you feel that the "Word" you receive at "Quarters" is the same as the "Word" put out by the higher levels of command? (039)

366 To what extent do you feel the chain of command functions effectively within this organization? (021)

367 To what extent do you feel that the chain of command works for you? (018)

368 To what extent are special requests or chits forwarded promptly by your supervisors? (318)

369 To what extent do you feel that special requests are given sufficient consideration by all in the chain of command? (modified 319)

370 To what extent are your disapproved special request chits routinely reviewed by the Commanding Officer? (modified 320)

371 To what extent do you feel that special request chits are processed in a reasonable amount of time, based on the nature of the request? (316)

372 To what extent are standards of performance defined and known within your work group? (280)

373 To what extent does the organization keep you informed of available educational opportunities and benefits? (232 modified)

374 To what extent do you feel free to discuss technical problems or equipment casualties with members of support agencies external to your organization?

375 To what extent do you feel free to discuss equipment casualties with members of your organization other than your supervisor or other members of your work group?

NJP/UCMJ/DISCIPLINE 401-450

401 To what extent are the punishments given at Captain's Mast reasonable and in proportion to both the offense and the individual's past record?(072)

402 To what extent does counseling occur at the divisional or departmental level in situations not warranting referral to the Captain? (068 modified)

403 To what extent are junior and senior personnel held equally accountable for complying with organizational regulations? (074)

404 To what extent do you feel you would report infractions of the Uniform Code of Military Justice you happened to witness? (060 modified)

405 To what extent do you feel that administrative discharges should be used to remove people who are frequently involved in UCMJ or civil law violations from the service? (061 modified)

406 To what extent do you consider this command's system for administering non-judicial punishment to be effective? (063)

NAVY CAREER COUNSELING/RETENTION 451-500

* Note: If the recommended change is made to the "current service plans" demographic, these items will have to be edited to avoid redundancy.

451 To what extent did you plan on a Navy career when you entered the service?

452 To what extent did you join the Navy to obtain training you intended to use in a civilian occupation?

453 To what extent did you join the Navy in order to travel?

454 To what extent did you join the Navy for financial security?

455 To what extent has the training you've received at this command helped you to advance in the Navy? (241)

456 To what extent is this organization assisting you in preparing for the next higher paygrade? (004 modified)

457 To what extent have you been encouraged to complete the courses required for advancement to the next higher paygrade? (005 modified)

458 To what extent have you been given the opportunity to learn and demonstrate the skills necessary for advancement to the next higher paygrade?

459 To what extent has duty at this command encouraged you to think about re-enlisting in the Navy? (200)

460 To what extent is the career retention team concerned about your personal career planning? (205)

461 To what extent have you been made aware of the career opportunities open to you in the Navy? (002)

462 To what extent are you satisfied with the amount of information you have received on Navy career benefits? (170 modified)

463 To what extent does this organization have an effective career counseling program? (194)

464 To what extent is job satisfaction more importnat than money as a retention incentive? (195)

465 To what extent would assignment to a duty station of your choice influence you to remain in the Navy?

466 To what extent would increased wages influence you to remain in the Navy?

467 To what extent is your division retention team knowledgeable enough to answer your questions concerning benefits and career options? (197 modified)

*468 To what extent would assignment to advanced training of your choice influence you to remain in the Navy?

*469 To what extent would you consider extending your obligated service to complete a deployment?

*470 To what extent would you consider extending your obligated service to accept a promotion?

*471 To what extent would you consider extending your obligated service to attend an advanced Naval technical school?

*472 To what extent would you consider extending your obligated service to participate in an academic degree program?

EVALUATION/INSPECTION/RECOGNITION 501-550

501 To what extent does your job performance reflect your maximum capability? (256 modified)

502 To what extent does your supervisor discuss your performance evaluations with you in a meaningful way? (260)

503 To what extent does your supervisor provide individual performance counseling to members of your work group at times other than evaluation periods? (158)

504 To what extent do you receive enough information regarding your job performance? (modified 261)

505 To what extent does your supervisor maintain a balance between praise and criticism?

506 To what extent does your performance evaluation accurately reflect your accomplishments?

507 To what extent do the major inspections involving your work group's area of responsibility contribute to the safety and readiness of your organization?

508 To what extent are documentation/paperwork requirements of the major inspections involving your work group's area of responsibility reasonable considering the time and clerical resources available to your work group?

Note: To be consistent, questions 507 and 608 should be explained by the survey administrator in terms of the appropriate inspection acronyms.

509 To what extent are your work group's personnel resources adequate to meet the combined requirements of all the inspections administered in your organization?

510 To what extent does your schedule give you adequate time to thoroughly administer all the programs for which you are responsible?

511 To what extent does your organization give appropriate attention to ceremonies for advancement, re-enlistment, commendation, and retirement? (263)

512 To what extent are your special achievements or extra efforts recognized by your seniors? (264)

513 To what extent are appropriate and reasonable privileges offered to the petty officers and chief petty officers of this organization? (022)

514 To what extent is adequate compensation given for extra work hours? (165)

515 To what extent is compensatory time off used to make up for additional working hours? (166)

516 To what extent has your work group been able to complete its routine work within normal working hours over the past four weeks?

517 To what extent do preparations for inspections require your work group to work overtime?

518 To what extent does this organization ensure that you receive a fair and objective performance evaluation? (069 from basic survey)

519 To what extent are battle efficiency "E's" meaningful?

520 To what extent are medals meaningful?

521 To what extent are letters of commendation meaningful?

522 To what extent are the scores achieved on standard exercises meaningful indicators of how well your organization would function in combat?

LEADERSHIP/MANAGEMENT 551-600

551 To what extent do you get a feeling of achievement from your job? (290)

552 To what extent do you find your job interesting?

553 To what extent do you feel that the job you are performing is worthwhile? (287)

554 To what extent do you understand the purpose of your job? (285)

555 To what extent do you believe that your efforts on the job are worthwhile to the organization? (255)

556 To what extent do you think your organization's objectives are important?

557 To what extent are you proud to be a sailor aboard the USS _____? (136)

558 To what extent are you proud to be a member of this organization? (136 modified)

559 To what extent do you enjoy coming to work in the morning?(281 modified)

560 To what extent does your work group take pride in its work? (134 modified)

561 To what extent do you feel your supervisor has a positive attitude towards the Navy and this organization? (161)

562 To what extent is it important to you that this organization has a good reputation? (268)

563 To what extent does this organization compare favorably with similar organizations in its ability to carry out assignments?

564 To what extent is your family proud of your job in the Navy?

565 To what extent is it important to you that this organization performs in a superior manner? (137)

566 To what extent are you satisfied that you're in the Navy job best suited for you? (283 modified)

567 To what extent did you receive the type of occupational training you requested?

568 To what extent did you receive orders to the type of organization you requested?

569 To what extent did you receive orders to the location you requested?

570 To what extent do you feel that your time is used productively during the working day? (282)

572 To what extent have you been given the authority and responsibility necessary to do your job? (modified 289)

573 To what extent does your organization encourage you to assume responsibility?

574 To what extent do you understand the responsibilities of your job? (284)

575 To what extent does your supervisor trust you to carry out assigned tasks?

576 To what extent are you personally responsible for enforcing Navy standards of order and discipline? (071)

577 To what extent do you consider yourself a supervisor instead of a technician?

578 To what extent are you confident that your supervisor would act on a worthwhile suggestion by the members of your work group?

579 To what extent are problems in this organization dealt with honestly rather than covered up? (151)

580 To what extent are problems in this command confronted and solved rather than ignored? (151 modified)

581 To what extent are decisions made rather than deferred in this organization? (151 modified)

582 To what extent do your superiors maintain the same standards of military behavior they require of you? (279)

583 To what extent do you feel military courtesy is observed on the quarterdeck? (modified 275)

584 Answer this question only if you are a graduate of LMET. If you are not a graduate leave the item blank. To what extent has your knowledge of leadership and management competencies improved your ability to accomplish unit objectives?

585 Answer this question only if you are a graduate of LMET. If you are not a graduate leave the item blank. To what extent does the organizational climate of this command support your use of leadership and management training competencies?

596 Answer this question only if you know your supervisor is a graduate of LMET. If you know your supervisor is not a graduate of LMET or if you are not sure about his/her LMET status, leave the item blank. To what extent do you think your supervisor is a superior manager and leader as compared to other supervisors of his/her pay-grade in your organization who are not LMET graduates? Leave this item blank if there are not enough non-graduates for comparison.

JOB SATISFACTION/TEAMWORK/MUTUAL CONCERN 601-650

601 To what extent is this organization working effectively as a team to accomplish its objectives? (modified 138)

602 To what extent is there a team effort in your work group? (135)

603 To what extent is there a team effort between the work groups in your organization? (modified 135)

604 When you reported to this organization, to what extent did you feel accepted as one of its members? (140 modified)

605 To what extent do you feel this organization is concerned about you as an individual? (017)

606 To what extent do you feel your supervisor has a genuine concern for your welfare? (154 modified)

607 To what extent do you have confidence in your supervisor's managerial skill? (modified 156)

608 To what extent do you have confidence in your supervisor's technical skill? (modified 157)

609 To what extent are you satisfied with the professional development ("Striker") board program? (186)

610 To what extent do you feel this organization's professional development ("Striker") board program offers a true opportunity for an an individual to work in the rating of his/her choice? (184)

611 To what extent do you understand the purpose and function of the professional development ("Striker") board program? (185)

612 To what extent does your unit'a actual operational performance, not including training exercises, give you personal satisfaction?

613 To what extent does your unit's performance in training exercises give you personal satisfaction?

614 To what extent do the ships/aircraft of your squadron function and support each other as a team?

615 To what extent do you and your peers within this organization function and support each other as a team?

SUPPORT FACILITIES 651-700

651 To what extent are you satisfied with shipyard repair work?

652 To what extent are you satisfied with tender repair work?

653 To what extent are you satisfied with the timeliness of repair parts delivery?

654 To what extent are you satisfied with the general cleanliness of this organization? (124)

655 To what extent are you satisfied with the habitability conditions in your organization? (modified 121)

656 To what extent do you feel this organization is making an effort to improve its habitability conditions? (120)

657 To what extent do you feel that welfare and recreation funds are spent in the best interests of the crew? (191)

658 To what extent are you satisfied with the crew's welfare and recreation committee? (224)

659 To what extent is the command's welfare and recreation program meeting your needs? (245)

660 To what extent are you satisfied with the Naval station/base recreation facilities?

661 To what extent are you and/or your family satisfied with the available medical services? (modified 221)

662 To what extent are you and/or your family satisfied with the available commissary services? (modified 222)

663 To what extent are you and/or your family satisfied with the available exchange facilities? (modified 221)

664 To what extent do you understand the "Pass" system?

665 To what extent are you satisfied with the laundry service?

666 To what estent are you satisfied with the ship's store?

667 To what extent are you satisifed with the ship's barber shop?

668 To what extent are you satisfied with the BOQ/BEQ? (Leave blank if not applicable.)

669 To what extent are you satisfied with the government quarters used by your dependents? (Leave blank if your dependents are not in government quarters.)

670 To what extent are you satisfied with the availability of government housing?

671 To what extent are you able to afford local non-government housing?

672 To what extent are you satisfied with your organization's food service? (modified 217)

673 To what extent are you satisfied with the quality of food in your organization? (modified 218)

674 Which one aspect of food service do you feel needs the most improvement in this organization:

1. No improvements are required.
2. Sanitation.
3. Food preparation.
4. Quantity of food.
5. Types of items selected for the menu.

Note: Normative values are not generated for this item.

675 To what extent are you satisfied with your dependents' schools? (Leave blank if not applicable)

676 To what extent are you aware of the support provided by your squadron's staff?

677 To what extent does your squadron staff assist you in meeting operational requirements?

678 To what extent do technical support agencies/representatives assist you?

679 To what extent does the air station/naval station/naval base/naval shipyard respond to your support requirements?

*680 To what extent are you satisfied with the condition of your head/shower spaces?

*681 To what extent are you satisfied with the present working uniform?

*682 To what extent are you satisfied with the present dress uniform?

*683 (Answer only if you are aware of the new working uniform design) To what extent are you satisfied with the design of the proposed working uniform as compared to that of the present uniform? (A high response indicates a desire to shift to the new design).

*684 (Answer only if you are aware of the new dress uniform design) To what extent are you satisfied with the design of the proposed dress uniform as compared to that of the present uniform? (A high response indicates a desire to shift to the new design).

*685 To what extent are you satisfied with the privacy features of your berthing facilities?

*686 To what extent are you satisfied with the present amount of stowage space for personal gear and uniforms?

SUBSTANCE ABUSE 701-750

701 To what extent would you be concerned if a member of your watch team smoked marijuana while on duty? (077)

702 Does this organization effectively prevent the sale of drugs within its boundaries? (modified (079)

703 Which of the following statements best describes the use of marijuana within your work group? (080)

1. None is used while members are on duty.
2. Members of this work group have only experimented with marijuana while on duty.
3. Members of this work group occasionally use marijuana while on duty.
4. Members of this work group frequently use marijuana while on duty.
5. I do not care to answer this question.

Note: Normative values are not generated for this item.

704 If marijuana were used by work group members while on duty, to what extent do you feel it would hamper work group effectiveness? (081)

705 To what extent has the drug abuse education program increased your knowledge of the symptoms of drug abuse? (089)

706 To what extent is drug abuse by your shipmates unacceptable to you personally? (090 modified)

707 To what extent do individuals in this organization cover up for a person with drug abuse problems?

708 To what extent do supervisors refer to subordinates to drug abuse counseling despite the loss of their services on the job during counseling periods?

709 To what extent do you feel marijuana is harmful?

710 To what extent are Navy weight control standards applied in your organization?

711 To what extent are effective actions being taken to prevent alcohol abuse within this organization? (011)

712 To what extent have the members of your organization been provided with sufficient information to make responsible decisions regarding alcohol use? (012)

713 Which of the following statements describes your alcohol consumption since joining this organization?

1. I have quit or decreased my consumption of alcohol.
2. My consumption of alcohol has not changed.
3. I have never been an alcohol drinker.
4. I have increased my consumption of alcohol.
5. My consumption of alcohol has become almost a habit.

Note: Normative values are not generated for this item.

714 To what extent would you be concerned if a member of your watch team drank alcoholic beverages while on duty?

715 To what extent do you feel obligated to report other members of your organization using alcohol aboard or within your organizational boundaries? (014)

716 To what extent do you believe that alcoholism is a disease?

717 To what extent do supervisors refer subordinates to alcohol abuse counseling despite the loss of their services on the job during counseling periods?

718 To what extent do supervisors maintain consistency in reporting violations of the regulations pertaining to both drugs and alcohol?

719 To what extent are alcohol and drug abuse prevention and control viewed as part of the regular duties and responsibilities of supervisors?

720 To what extent does this organization promote the responsibile non-use of alcoholic beverages? (082 from the the basic survey)

721 To what extent do members of your work group discourage the abuse of alcoholic beverages? (083 from the basic survey)

722 To what extent do the social activities of this organization include alternatives to the use of alcoholic beverages? (084 from the basic survey)

723 To what extent would your supervisor report violations of the drug and alcohol regulations regardless of the paygrade of the individuals concerned?

724 To what extent would you be willing to report an immediate supervisor who abused alcohol?

725 To what extent would you be willing to report an immediate supervisor who abused drugs?

HUMAN RELATIONS/EQUAL OPPORTUNITY 751-800

751 To what extent is your chain of command willing to take action on known or alleged racial/ethnic issues? (070 from basic survey)

752 To what extent are you aware of the actions of the Human Relations Council within this organization?

753 To what extent is the Human Relations Council an effective means for discussing problems of equal opportunity?

754 To what extent do you feel this command practices equal opportunity? (100)

755 To what extent do you understand your rights and responsibilities as a member of this organization?

756 To what extent does this organization support its equal opportunity programs? (096)

757 To what extent do you feel the Executive Officer's screening mast contributes to equal justice for all hands? (059)

758 To what extent do you feel that you would receive fair treatment at Captain's mast if you were to go to Captain's mast? (070)

759 To what extent is discipline administered uniformly and consistently across various segments of the organization? (069 modified)

760 To what extent do members of your work group avoid using inflammatory racist remarks? (094 modified)

761 To what extent are tasks assigned uniformly and consistently regardless of racial or ethnic background?

762 To what extent are watch assignments made fairly, without regard to sex? (118)

763 To what extent are the women assigned to this organization effectively integrated into the work force? (111)

764 To what extent are assigned women effectively integrated into the work force? (111)

765 To what extent do members of your work group avoid using inflammatory sexist remarks? (094 modified)

766 To what extent do the women assigned to this organization have opportunities for work, education, and advancement similar to those of the assigned men? (095 modified)

767 To what extent is your chain of command willing to take action on known or alleged sex discrimination issues? (075 from basic survey)

OVERSEAS DIPLOMACY 801-850

801 To what extent are you satisfied with living in (Insert host country name) _____? (055)

Note: Normative values are not generated either for 801 or 802.

802 Do you feel you know enough about (Insert host country name) _____ to get around and do things you would like to do? (056)

803 Are you satisfied with the amount of information you receive on local cultures and tourist attractions prior to foreign port visits?

804 Do members of your work group project a favorable image to foreign nationals?

805 To what extent do you understand your personal role as a representative of the United States when overseas? (085 from basic survey)

806 To what extent do you look forward to visiting foreign countries?)086 from basic survey)

807 To what extent are foreign port visits an important benefit of your naval service?

808 To what extent do you feel that foreign port visits by warships are an important part of our national diplomatic policy?

809 To what extent do you believe that foreign nationals are favorably impressed by the port visits of USS _____?

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